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ABSTRACT

The Southern Regional Education Board's Undergraduate Education Reform Project assists with the development of nontraditional approaches in undergraduate education throughout the South by helping institutions and state systems of higher education consider constructive changes within the context of their purposes, goals, and resources. This publication focuses on 11 campus faculty development centers in four-year institutions. Centers chosen for inclusion are those that have assigned staff, are funded at least in part by the institution, provide more than conventional media services, and have as their primary focus improving teaching effectiveness at the undergraduate level. The centers described are located at the University of Alabama at Birmingham, University of Florida, University of Kentucky, Appalachian State University, Memphis State University, University of Tennessee at Knoxville, University of Texas at Arlington, University of Texas at Austin, Virginia Commonwealth University, and Virginia Polytechnic Institute and State University. The growth of these centers may represent a trend toward translating the traditional institutional verbal commitment to teaching into formal arrangements and budgetary support for genuine and professional efforts to stimulate effective instruction. (LBH)

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Southern Regional Education Board

Faculty Development Centers in Southern Universities

National Center for Higher Education

Edited by:

Mary Lynn Crow
Ohmer Milton
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3

1976

Undergraduate Education Reform Project
SOUTHERN REGIONAL EDUCATION BOARD
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PREFACE

The establishment of campus centers to stimulate and assist instructional development and improved teaching effectiveness has taken on major significance in higher education. The term faculty development itself has become part of the contemporary vocabulary. The expansion and worthwhile results of developmental activities have created increasing interest in all types of institutions. The purpose of this publication is to describe this movement as it is taking place in senior institutions in the 14 states served by the Southern Regional Education Board (SREB).

SREB's Undergraduate Education Reform Project, begun in July, 1973, with partial assistance from the Carnegie Corporation of New York, assists with the development of non-traditional approaches in undergraduate education throughout the South by helping institutions and state systems of higher education consider constructive changes within the context of their purposes, goals and resources. Working when possible through inter-institutional and regional cooperative efforts, the project stimulates institutions, faculty and administrators, to review innovative approaches, and design and implement changes appropriate to the needs of their constituents.

The project began working with campus faculty development centers in the fall of 1974, when it sponsored a meeting of directors of all such centers in colleges and universities in the SREB region and representatives of other institutions interested in beginning Centers. That meeting was followed by meetings of several *ad hoc* committees of directors to discuss and plan additional activities related to centers and the development of new ones. One set of activities was planned and carried out to assist community colleges with programs of staff development. This publication is the result of another specific recommendation made by one *ad hoc* committee and affirmed by the other university center directors. It is intended to meet a need within this region for sharing information among centers about their activities and to let institutions interested in developing centers explore possible alternatives for their own settings.

This publication focuses on campus centers in 4-year institutions. Centers chosen for inclusion are those that have assigned staff, are funded at least in part by the institution, provide more than conventional media services, and have as their primary focus improving teaching effectiveness at the undergraduate level. Twelve such centers were identified in the region, and eleven chose to contribute to this publication. Part II contains descriptions of the eleven centers written by each of the Center Directors.

The growth of these campus faculty development centers is receiving great attention and may represent a trend toward translating the traditional institutional verbal commitment to teaching into formal arrangements and budgetary support for genuine and professional efforts to stimulate effective instruction. The Undergraduate Education Reform Project hopes this publication will serve the region by providing useful information and assistance for understanding or developing such programs.

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I Faculty Development in the 70's

EMPHASIS ON FACULTY DEVELOPMENT

by Mary Lynn Crow

Prior to the current faculty development movement, some attempts were made to improve the quality of instruction in colleges and universities. In addition to the traditional ploy of increasing library holdings within the respective subject matter fields, the attempts included: recruiting for faculty new Ph.D.'s from the best schools who would bring with them new ideas; reducing class size or lowering the student-faculty ratio; and increasing the university's holdings in the area of instructional hardware and media. (*1, pp. 3-5*) The pervasive notion, capsulated, was that a successful learning experience would occur to the extent that (a) fine quality minds with access to (b) fine quality books, periodicals, and media could interact with (c) a small group of fine quality students. In the 1960's, however, students protested that universities were continuing to drift from serving learners to serving the people who worked for and ran the institutions. According to Vermilye, the great wave of learner-centered reform resulted from student charges that universities were not being accountable. (*8, pp. ix-x*)

It is understandable, therefore, that the major original impetus for the faculty development movement was to improve instruction. Almost all the centers and offices that came into being near the cutting edge of the movement had this as their expressed purpose. Even today, most new centers begin with this as their major task.

CONCEPTS OF FACULTY DEVELOPMENT

As centers continue to evolve and staff philosophies emerge, more and more centers are expanding their definition of faculty development to a broader and more inclusive mission. The faculty development movement is truly a unique phenomenon of the 1970's. Today, like its cognate fields of public school education, psychology, psychiatry, and social work, it is characterized by emphasis upon the total person or the integrated system. In this case its emphasis is upon the total development of the faculty member – as a person, as a professional, and as a member of the academic community. The expanded definition therefore moves beyond development as a teacher to include development as an individual as well as a group member, and to focus on the person's development and growth in all of his or her professional roles. Moreover, there is focus upon the organizational structure as the academic milieu within which the faculty member must function. The premise here is that the organization functions either as an enabling or an impeding structure and that eventually the faculty member's growth and development will be stymied unless the organization within which he functions also keeps pace. An example would be the teacher who makes changes in his/her teaching methodology which includes a desire to move to a pass-fail grading system. Only if the academic department and the registrar can accommodate these changes will he/she be able to proceed. The thought that no one exists within a vacuum and that healthy growth processes must eventually affect the entire system is at the basis of what is today considered to be the faculty development movement with its most comprehensive definition.

Unquestionably, students were ready for faculty development centers. The university itself exhibited interest for another set of reasons:

- Leveling or declining student enrollment
- Decreased mobility of faculty and administrators
- High percentage of tenured faculty members who were mostly in their forties
- A buyer's market for students with regard to educational opportunities
- Economic crunch for universities and for students
- The need to better equip graduate students to compete for jobs in higher education
- The proclivity of students to tell it like it is, not to be awed by a teacher's authority, and to bring legal action if they don't get what they pay for
- Increased demand for accountability by parents, board members, legislators and the public in general
- An articulate (and often negative) press

Gaff's research with campuses all across the country indicated that "most institutions are coming to realize that they will have to rely on current faculty to

provide fresh perspectives, infuse new ideas, and give leadership to innovative programs if they expect to maintain vigorous educational climates in the years ahead." (*3, p. 91*)

What then did these universities put into motion under the rather general designation of faculty development? On almost all campuses it is the opportunity for instructional improvement – and for a few it is the chance for teachers to grow as researchers, as publishers, as committee members, as community servants, as professional leaders, as administrators, as student advisors, and as people. On some campuses faculty development means awarding small grants to teachers for instigating or for implementing some innovative classroom procedure or for doing research on teaching; on some, it is giving prizes or awards for outstanding teaching; on some, it is granting leaves of absence for a teacher to study or write or travel or develop new materials; and on others it is dealing with mid-life changes and career transitions. Although the needs the different universities felt were similar, their beginning efforts at dealing with these needs were diverse. Faculty development is different things to different campuses and, unfortunately, nothing at all to a great number of campuses.

Terminology

The term "faculty development" has been selected to identify this publication (1) because of the need for some meaningful descriptive label to designate the movement under which all the individual center labels may be subsumed, and (2) because it has also become the most often used label in books, periodicals, and at regional and national professional meetings. It is ironic, therefore, and perhaps unfortunate, that the center directors in Gaff's study report that some professors react defensively to the term development.

> Some centers seek to avoid waving this particular red flag by not using that direct and possibly threatening term and by substituting less direct words like professional, instructional, or learning for faculty and words like improvement (since we can all stand to improve in some ways) or facilitation (because we are all interested in facilitating learning) for development. (*5, p. 121*)

The percentage of word utilization found in the individual titles of centers all over the country tell us a good deal about their missions. Whatever is implied by the term and however unpleasant to some, most centers perceive themselves to be involved in some sort of development. The word development is used twice as often as any other titular word designation. The names centers assume have a lot to say about how they want to appear to their constituencies and, conversely, what aspects of imagery they wish to avoid. Many directors testify to the hassle involved in determining a name, and some wish they had selected another option or that they had known then what they know now about the psychological effects of a particular name. Indeed, some have already changed their names.

Across the country today (coupled with such denominators as center, program, division, clinic, project, or institute) are 192 total titles which can be broken down into only 78 different word groupings or combinations used to indicate the work we are generally designating as faculty development.[1] As shown on Table 1, the most commonly used titles in the 192 schools (used 52 times or in 27 percent of the schools) are *Educational Development Centers* or *Faculty Development Centers*. The 70 "other" titles (used 82 times or in 42.7 percent of the schools) occurred only one to three times each.

TABLE 1
TITLES OF FACULTY DEVELOPMENT CENTERS

WORD GROUPINGS IN TITLES	NUMBER OF OCCURRENCES IN THE 192 SCHOOLS	PERCENT OF USAGE
Educational Development	28	14.6
Faculty Development	24	12.5
Instructional Development	18	9.4
Learning Resource(s)	13	6.8
Instructional Services	8	4.2
Educational Resources	7	3.6
Instructional Resources	7	3.6
Professional Development	5	2.6
70 "other" Titles	82	42.7

In the 78 titles, the most frequently occurring single word is *development*, followed by *education(al)*, *instruction(al)*, *resource(s)*, *faculty*, *learning*, and *teaching* in that order. Centers are more likely to see themselves in the business of improving instruction than they are of facilitating learning. Most, however, opt to avoid the teaching or instruction versus learning issue entirely and simply refer to the overall issue as educational. More see themselves as providers of resources than of services. Only a small number describe themselves as researchers.

Southern universities described in this publication utilize a higher percentage of the words *instruction(al)*, *resource(s)*, *teaching*, and *research* than do universities across the country. The most frequently used words in all schools, i.e.,

[1]Data was compiled from the list of Programs and Centers in Gaff's book, *Toward Faculty Renewal*, pp. 188-228. A few titles such as Audio-Visual Centers, Research in Medical Education, and the titles assigned to consortia, regional programs, and national projects were not included in the 192 titles tabulated.

development and *educational* are, however, proportionately underused in the Southern universities. Of the eleven Southern university programs, eight are called centers, two are called offices, and one is called a project.

DESIGNING AND IMPLEMENTING PROGRAMS

Models

Sooner or later in all academic movements, people with skills of synthesizing attempt to make some sense of the data by organizing it into a kind of theoretical paradigm or taxonomy. This has also been true of the faculty development movement. Already, center directors have begun to categorize their programs in terms of the schema articulated by Bergquist and Phillips and by Gaff. Bergquist and Phillips depict three models which they describe as possible components of a faculty development program: instructional development, organizational development, and personal development. The three components consist of the following activities or sub-components:

I. Instructional Development
   - A. Evaluation
   - B. Diagnosis
   - C. Training: Traditional Methods
   - D. Training: New Methods and Technologies
   - E. Curricular Development

II. Organizational Development
   - A. Team-Building
   - B. Decision-Making
   - C. Conflict Management
   - D. Problem-Solving
   - E. Managerial Development

III. Personal Development
   - A. Discussions about Teaching
   - B. Career and Life Planning
   - C. Interpersonal Skills Training
   - D. Personal Growth
   - E. Therapeutic and Supportive Counseling (*1, p. 258*)

With regard to the order of implementation, they suggest the sequencing of events should depend upon how much or how little threat would accompany the activity. They use as an example points A and B under Personal Development.

> While the latter (life planning) is extremely important in any faculty development program attempting to touch on the personal domain of a faculty member's life, it is often misunderstood and consequently rejected out of hand by faculty. Discussions about teaching, on the other hand, are obviously appropriate to faculty development, and hence should precede, and may lead toward, the life planning component. (*1, p. 259*)

The final decision as to the point-of-entry component would differ among schools and would depend upon a systematic assessment of institutional environment and goals as well as institutional acceptance of the services being proposed.

Gaff's research with center directors across the country also indicates three primary models in operation; they differ from the Bergquist and Phillips model only in the terms used to denote personal or individual development.

I. Instructional Development programs focus on how the conditions of learning are designed, particularly as these relate to courses. Such programs strive to improve student learning by such means as preparing learning materials, redesigning courses, and making instruction systematic.

II. Faculty Development programs focus on the faculty members themselves rather than on the courses they teach. Such programs strive to promote faculty growth by helping faculty members to acquire knowledge, skills, sensitivity, and techniques related to teaching and learning. Areas of emphasis would include knowledge about higher education, feedback about their own teaching behavior, teachers' affective development, and awareness of other disciplines and the community.

III. Organizational Development programs focus on the organization within which faculty, students, and administrators work. This approach strives to develop policies that support teaching improvement and to create an effective environment for teaching and learning by improving interpersonal relationships and enhancing team functioning. (*3, pp. 90-97; and 5, p. 9*)

Directors report that the type of activities typically chosen to implement the three components are:

Faculty Development:	Seminars
	Workshops
	Teaching Evaluation

Instructional Development:	Projects to produce new learning materials or redesign courses; workshops on writing objectives, evaluating students
Organizational Development:	Workshops for group leaders or team members, action research with work groups, task forces to revise organizational policies (*5, p. 9*)

It is important to note that although any of these three individual components may be selected by a university as its entire focus, most directors have opted for a comprehensive approach involving elements of two or three approaches. This may, in fact, be part of the reason so many centers are having to struggle with the issue of their own accountability.

Strategies

Bergquist and Phillips compiled a series of eleven different strategies for faculty development. They aver that in order to be successful, institutions should select strategies only after serious considerations about their assumptions concerning change, their assumptions concerning teaching and learning, and their assumptions concerning the theory, concepts, or tools of faculty development. (*1, pp. 260-266*) The educator who must make these decisions would be wise to consult this reference for a more detailed investigation of these eleven strategies:

1. **Training**

   This strategy is based on the assumption that change occurs primarily by giving people new skills. It is assumed that reward or punishment systems *per se* will not change people; rather, individuals must be provided with new skills, attitudes, and behaviors that are appropriate to the desired change. The training paradigm emphasizes the use of both short- and long-term workshops, as well as classroom diagnosis. Personal and instructional development both tend to be emphasized. Organizational development is only partially employed; faculty are trained in the use of such organizational skills as decision-making and conflict-management. One sequence involves, initially, one or more basic week-long instructional development workshops, usually held during the summer. These workshops focus on teaching methods, training and teaching skills, exploration of assumptions, values, and philosophies associated with teaching, and training in decision-making and problem-solving. Once a certain number of faculty (usually at least ten percent) are involved in the training program, it can begin to expand beyond the workshop level. Faculty can be offered classroom diagnostic services. An alternate sequence begins with short-term, on-campus seminars that focus on specific methods or technologies. Usually a rather large number of faculty will participate in these seminars over a two- to three-year period, though seminars in and of themselves will rarely have a significant impact. Once the credibility of the program is established through these seminars, other types of services may be offered, including more extended workshops, peer assistance programs in which one faculty member works with another in a specific area, and classroom diagnosis.

2. **Consultation**

   The consultation-oriented approach to faculty development is similar to the training strategy, but differs in that it does not begin with an assumption that training is always an important aspect of change. A person using a consultation approach to faculty development will not begin with any well-developed preconception about what the problems are in the teaching and learning process. He will usually make extensive use of information collection, analysis, and feedback after having taken the most critical, and often controversial, step in the consultative process which is the identification of the client. Is the client the faculty, the president, the trustees, or the students? The client, once identified, will then define the goals of the program. External consultants can usually do a more effective job than consultants who are based within an organization.

3. **Personal and Organizational Development**

   Personal and organizational development strategies are grouped together because they both emerge from the single paradigm of applied behavioral science. The basic assumption is that the process as well as the substance of change must be planned and managed if change is to be successful and productive. Both the personal and organizational aspects of change are emphasized, with attention being given to such issues as (1) sense of ownership for the change process, (2) development of collaborative rather than competitive relationships in the solution of personal and organizational problems, (3) recognition of the personal as well as organizational benefits and costs of a specific policy, and (4) creation of an organizational climate that is characterized by trust, openness, and interdependence. The personal and organizational development strategies differ somewhat from the training or consulting strategy in that their orientation is not primarily toward instruction.

4. **Method-Promotion**

   Method-promotion differs from the training strategy in that the primary focus is on a specific method of instruction or a particular educational technology. The specific methods or technologies being promoted are assumed, of course, to be at least partial answers to the teaching and learning problems encountered in colleges and universities. The sequence of im-

plementation usually leads from an emphasis on the specific method or technology to either classroom evaluation or diagnosis. Personal and organizational development components generally are only important to the extent that they provide support for the personal and/or institutional acceptance of the instructional tool being promoted.

5. **Instructional Materials**

This strategy can embrace a far more eclectic approach to the development of instruction than the method-promotion type and will at times much more closely resemble either the training or consulting strategy. It is assumed that change will take place when resources (in the form of instructional materials) become available. The materials-oriented faculty development program usually begins in a consultative manner, with members of the staff working with a few faculty on the identification of existing materials or on the development of new materials. As the program gains credibility, the instructional resource center staff often will offer training programs to acquaint faculty with the diversity of pedagogical tools that are available and to improve the skills of faculty in the design of their own materials.

6. **Equipment**

This is often selected by large, research-oriented institutions and coupled with a strong training and promotion program. The equipment paradigm in higher education clearly reflects the more general "technological" paradigm held by our society. It is assumed that many social system problems, like physical system problems, can be solved through technological innovation and dissemination. The methods and concepts embraced by this paradigm focus on the invention, innovative use, and dissemination of technology.

7. **Discussion**

This strategy reflects the traditions of higher education, is readily embraced by and rarely threatening to many faculty members. Practitioners who employ this strategy usually assume that faculty entering into in-depth discussions about their teaching will gain a more mature perspective on the teaching profession and a more explicitly defined educational philosophy. Faculty members may be given released time to attend, as well as to prepare position papers and do research projects for, the seminar group. Through the seminar discussions, faculty explore a wide variety of issues related to college teaching. In the process of discussing these issues with their colleagues, the participating faculty clarify their own assumptions about teaching and explore alternate modes of learning.

8. **Evaluation**

This strategy often serves as an entry point for faculty development and is among the most widely used tools for the improvement of instruction. The evaluation paradigm is based on the assumption that change takes place when a faculty member is confronted with information about his performance in the classroom through diagnosis and evaluation. A faculty evaluation program is based on the assumption that evaluation can serve a constructive and developmental purpose. Some evaluation programs, however, are implemented primarily to provide academic administrators with information to be used in making decisions about tenure, promotions, and salaries. This latter use of evaluation is frequently associated with the reward system approach to faculty development.

9. **Reward System**

If faculty are not rewarded for the improvement of their teaching skills, then a faculty development program must rely on more subtle and, often fickle, motivators, such as student acceptance, colleague recognition, self-esteem, or a sense of personal achievement. A college or university must embrace a policy which provides (1) an equitable, objective system of performance, (2) resources to the faculty member for the improvement of his performance, and (3) tangible rewards in terms of salary, promotion, and tenure for the improvement and/or maintenance of a high level of instructional competency. A number of different approaches have been taken in the use of this strategy. Several state systems have given small grants to individuals who wish to experiment with new methods in the classroom. Other institutions provide released time or sabbaticals to particularly competent instructors. Still other institutions have moved toward "growth contracts" whereby a faculty member and his academic supervisor establish explicit criteria for assessing and rewarding not only performance but also improvement.

10. **Career Transitions**

The problem of academic career transitions is becoming an area of potentially major concern. Faculty development is an appropriate vehicle for assisting faculty members through major career transitions. Workshops can be conducted in which faculty engage in a detailed career and life planning sequence, or in which faculty are trained in various managerial skills. A faculty development program staff might also help a faculty member assess his current skills and compare these skills with skill profiles from other professional fields in order to identify common areas. Exchange programs between faculty and administrators can further aid the career transition, as well as provide an institution with potential channels for re-employment of displaced faculty.

11. Comprehensive Institutional Development

If faculty development is systematically and patiently implemented as part of a comprehensive program of institutional renewal, it can have a profound and lasting impact on the lives of faculty, their administrators, and their students.

Staff

By the time a model and strategies for implementing a faculty development program have been selected, a center director probably has been appointed. If not, the director could be selected who has a theoretical orientation or disciplinary training which will complement the style of implementation. In Gaff's overview of 142 professional faculty development workers, it emerged that the "average" staff member is trained in education or educational psychology, has a doctoral degree, and holds a faculty appointment. Directors whose centers work primarily toward instructional development have backgrounds in education, instructional media and technology, learning theory, and systems theory. Directors whose centers focus on organizational development have backgrounds in organizational theory, organizational change, and group process. Directors whose programs stress personal or individual faculty development came from clinical, developmental, or social psychology; psychiatry; or fields that emphasize socialization. (*5, p. 9, and 152*) In Erickson's study of 27 centers around the country (five of which are among the eleven centers in Southern universities), it was found that most center directors and senior professional staff came primarily from education and secondarily from psychology. (*2, p. 69*)

It is more likely, however, that the choice of a director preceded the choice of the style of implementation and that, indeed, the director's background and philosophy were an important variable in these decisions – probably the crucial variable. This leads to the conclusion that an institution's choice of a director will probably determine the type of program that will be developed. It is doubtful that most universities take these factors into consideration in the selection of a person to head a faculty development center.

Gaining Support

Once a director has been selected and models or strategies identified, the next question appears to be how to proceed to achieve support and acceptance with the administration and faculty. The answer is, very carefully! Two specific suggestions were frequently mentioned by the directors Gaff interviewed: use an advisory committee or board to insure faculty representation and participation (64 percent of the centers in the country use this method), and discourage close ties with the education department to avoid being labeled with "educationist" stereotypes (78 percent of the center directors agreed). (*7, p. 27*) This latter suggestion is particularly interesting in light of the evidence that most center directors are educators, but most centers still prefer to avoid the association with the director's home department. The directors also made the following recommendations for gaining faculty support:

1. *Develop an outreach program* – obtain visibility for the center, visit departments, talk to people.
2. *Start small and prove yourself* – don't come across as trying to build an empire.
3. *Keep a low profile* – avoid a lot of fanfare and "hard sell".
4. *Start where the faculty are* – and accept the goals which faculty establish for themselves.
5. *Be eclectic in approach* – and avoid the endorsement of a particular panacea for all educational problems.
6. *Start with a small group of volunteers* – and let them "sell" the program to their colleagues.
7. *Go with winners at the outset* – be certain initial seminars, workshops, and retreats are well-received.
8. *Administer a small instructional-improvement fund.* (*5, pp. 123-125*)

Holsclaw studied thirteen ongoing faculty development programs. On the basis of in-depth discussions he presents a list of procedures and guidelines which he and the center directors he interviewed believe "should assist the instructional developer in avoiding quagmires typically encountered when working with professors in the definition, development and evaluation of instructional products." (*6, p. 4*) Some of the specific points have been identified below to give a flavor of the type of psychological guidelines suggested by directors for proceeding successfully without making too many waves. Taken altogether, their suggestions sound vaguely like the Scout oath and generally bespeak a posture of be good, do good, help others, and you and your center will be OK. Perhaps this necessity for platitudes indicates the seriousness afforded this issue of acceptability by faculty development centers. Holsclaw's list includes:

> Do not impose instructional development upon a professor; use an advisory committee for project selection; projects established as a result of "administrative override" have a minimal chance for success; build in the potential for a product's longevity through strong administrative support; give the professor an active role in the project; show a willingness to listen and to talk in terms that the professor will understand; seek out the dirty jobs; be personable; humility is a virtue; continue to be a learner; do

your homework, pay attention to detail; attempt to establish a personal relationship of trust and mutual confidence with the professor as early as possible; develop an environment where there is a feeling of mutual respect; show genuine interest in helping the professor solve his problem; stay out of the content arena; strive to keep all channels of communication open at all times; honesty is the best policy; under-promise and over-deliver; depersonalize ideas; don't give out too much road map information to those who might get scared by it; start where the instructor is; don't brutalize the instructor; encourage constructive criticism; people generally do not forsake work which is rewarded for that which is not; see that faculty are rewarded for work in instructional development; don't just sit behind a desk and wait for people to come to you; make things happen. (*6, pp. 5-14*)

Meeting Resistance

In spite of the studied attempts made by faculty development centers to gain acceptance on their campuses, it is obvious that many have not felt successful in this venture. Strategies for meeting resistance to the establishment and implementation of a faculty development program, therefore, have become critical issues with which an institution must deal. Very real problems, as well as myths and misconceptions, face the new center director and after deciding which is which, he or she must then proceed to deal with them.

Much of the resistance facing a faculty development center is legitimate and emanates from situations that exist within the postsecondary academic community. Some of the very real problems are:

- Failure of the institutional reward system to support the instructional function.
- Provision of released time – or time at all – to participate in center functions.
- Graduate programs poorly designed to prepare students to become college teachers.
- The still imperfect system of evaluation of instruction, or of evaluation of learning for that matter.
- The tendency of faculty members (particularly in the liberal arts) to resist involvement in any instructional endeavor.
- The overemphasis on content proficiency and the underemphasis on techniques, skills and attitudes in the teaching process.
- The autonomy and over-zealous protection of one's own "turf," e.g., department or college, and the consequent resistance to cooperative ventures.
- The psychological distance and often the distrust professors have of one another, particularly across disciplinary lines.
- The resistance to being evaluated on something (teaching) in which one has not received formal preparation on the same scale that one is evaluated on something (research) in which one has received formal training as part of his Ph.D. program. In other words, a professor who has never received any systematic help or feedback learns he is suddenly going to be held accountable for his effectiveness as a teacher; he will likely resent this.
- The tendency on the part of some faculty to resist any change instituted by administration.
- The tendency on the part of some administrators to resist any change instituted by faculty.
- The dearth of research data to clearly support certain educational methods and beliefs over others.
- The problem of introducing a new series of activities to an already overworked faculty.
- The tendency of academics not to put much faith in their own peers to help them (or the old story of not being an expert on one's own campus).
- The fear (sometimes justified) that evaluation of instruction is being used more for personnel decisions (i.e., punitively) than for one's personal benefit (i.e., positively).
- The inability of faculty members to disassociate evaluation systems and improvement systems.
- The fact that faculty (especially untenured and, on some campuses, even tenured) have reason to feel their jobs are on the line.
- The fact that it is difficult for one person to change in isolation, particularly without an enabling environment.
- The fact that academic colleagues have not always been known to be kind to instructional innovators.
- The existence of threat – all kinds.

According to self-concept theorists, man strives to maintain and enhance his self-perception or his identity. The possibility of forced change, particularly large-scale change, can therefore pose a great deal of psychological threat. People who fear they are not adequate in a given area will feel threatened by anything

or anyone that purports to evaluate, judge, or assist them in that area. This will be so even if the judgment is positive, as even positive judgment (however painless) is judgment. Once the right to external judgment has been established, the right to negative judgment is also established.

Threatened people will respond to threat in characteristic ways:

(1) by avoiding the threatening situation or person;

(2) by attacking directly the threatening situation or person;

(3) by attacking indirectly the threatening situation or person, e.g., by attempting to undermine or sabotage the center, or by casting aspersions upon the academic reputation of the director;

(4) by intellectualizing away the threatening situation or person and thereby rendering it impotent to hurt them. (Academicians are particularly good at dealing with threat in this way.)

Once situation and person as used above are replaced by center (or center services) and center director (or staff member), the forms of resistance with which a faculty development center must deal become all too clear. Center directors report incidents of retaliatory behavior that range from hate letters to attacks in the media to campaigns of mockery. Perhaps the most often used means of resistance, however, is passive avoidance.

Bergquist and Phillips state frankly:

> Frequently, when introduced to methods for improving college instruction, a faculty member will either turn away or adopt a stance of passive resistance. Central to this posture may be the attitude of the faculty member toward teaching. If he does not value teaching or does not perceive himself as being primarily a teacher, he will not spend time either improving his skills as a lecturer or a discussion leader or exploring alternative instructional methods and techniques. At the same time, he may be fearful of displaying his shortcomings as a teacher or may resist the values and philosophies of education that underlie many new methods or curricular proposals . . . An effective faculty development program, then, must deal with the attitudes of the faculty member, as well as with related values, philosophies, and self-perceptions. (*1, pp. 5-6*)

According to Vermilye, it is not so much the idea of educational (learner-centered) reform that threatens educators but the magnitude of the reform.

> Their fear, which is not without some basis, is that many good things may have been swept away with the bad . . . While reformers look with pride . . . the critics look with alarm at what they regard as lowered standards and inflated grades. (*8, p. x*)

Perhaps hardest of all to deal with are the myths and misconceptions surrounding the faculty development movement in general and efforts to improve instruction in particular. Some of these assumptions are so deeply ingrained in the academic community that it will be questioned whether, indeed, they are myths or misconceptions. Perhaps it is fairer to state that if the tables were turned, those professors who give lip service to the following statements would have a difficult time substantiating them to the same degree that they would like the faculty development workers to disprove them. If the truth lies somewhere in the middle, as it often does, the issues are even more difficult to unravel. Some of these commonly held assumptions are:

- Good teachers are born, not made.
- A good teacher needs no help, and a poor one can't be helped.
- Teaching is an art, not a science and, as such, cannot be learned.
- The faculty development movement is a plot to lower academic standards.
- It is an arm of the administration whose covert purpose is to report back to the president or academic vice president who the bad teachers really are.
- It is a move to discredit scholarly research.
- It is a move to discredit scholarly publication.
- It is a move to discredit scholarliness.
- The center is a remedial program for bad teachers.
- Only bad teachers have room to improve.
- If you go there, you must be a bad teacher.
- The teaching/learning endeavor is a mysterious process, and the results defy analysis and/or measurement.
- It is an invasion of one's academic freedom to have a colleague make evaluative statements on one's ability to teach.
- It is an invasion of one's academic freedom to have one's teaching evaluated at all.
- It is an invasion of one's academic freedom for anyone else to visit one's classroom.
- It is an invasion of academic freedom to place so much emphasis on teaching.
- A university should hire good people and then get out of their way.

- How one teaches is really not the university's business.
- It is elite to be a publishing scholar; it is rather lowbrow to be a teacher.
- An academic is valuable for what he knows rather than for what he can help other people learn.

It is not the purpose of this publication to attempt to dispell mythical positions, or even to attempt to untangle bits and pieces of truth, half-truth, and areas which none of us know. Suffice it to say that the literature is already rich with data regarding these and other questions, and it would behoove all who are in the business of faculty developement to acquaint themselves thoroughly with the published theory and research. If a faculty development leader can conceive of his/her role as teacher of faculty with regard to these questionable issues, or better still as co-learner, the issues could then perhaps become the focus of serious academic consideration rather than under-the-table quips. Many directors concede that one of the most effective ways to deal with myths or misconceptions is to have them spoken to by some respected scholar or authority figure within the same discipline as the person or persons raising the question. Content superiority still appears to be the ticket to respectability.

Gaff suggests that most resistance is based on incomplete knowledge and is best overcome by clear articulation of the program. This should include both what the program is and what it is not. It should include assurance that "participation will be voluntary, that it will be disassociated from the advancement system, and that it will serve the needs and interests of the participants . . ." (*5, p. 122*)

Center directors offer these additional suggestions:

- Don't try to help with one hand and evaluate (or tattle!) with the other.
- Be sure the person to whom you report has lots of clout – but *you* come on gently.
- Ensure that the center is faculty-initiated and supported.
- Make sure you have "grass roots" support.
- Operate a low-profile, service-intensive organization.
- Do not threaten the faculty. (*5, p. 137*)

This last bit of wisdom has to be the understatement of all times!

Economics

The final point regarding strategies for the implementation of a faculty development program has to do with economics. How does a university establish a faculty development center in the face of diminishing financial resources, at a time when it is more common to phase programs out than in? Hard money is not only more difficult to obtain, but external funding agencies are not as likely to be as generous as they have been in the past. Nor is time (always translatable into money) a common commodity. Most staff members hold joint appointments and continue to teach as well as to fulfill their academic requirements to write and to do research. Discovering ways to increase the quantity and quality of services without, at the same time, increasing the need for a higher budget is becoming one of the "games directors play." Some of the devices currently being utilized are:

- Utilizing one's own faculty members as workshop leaders and presenters.
- Trading with other universities, for expenses only, director, staff members, or faculty members as presenters or workshop leaders.
- Learning to be a jack- or jill-of-all-trades, e.g., doing one's own publicity and promotion; writing and/or editing the center newsletter; teaching the short courses; facilitating the group discussions, etc.
- Trading materials, information, newsletters, syllabi, and programs with other centers.
- Learning to "beg and borrow" furniture and other resource room adornments, books and journals, permission to reprint articles, etc.
- Continuing to learn new skills so as to maintain as many services with as few staff members as possible. New skills might involve media, interpersonal relationships, specific innovative techniques, consultative techniques, evaluation systems, etc.
- Using audio-tapes, video-tapes, and films to increase the opportunities for faculty members to benefit from guest presenters and from teachers on other campuses who are not able to visit your campus.
- Collaborative efforts by campuses within a commuting distance of one another. Such efforts might include: sharing the cost of guest presenters, sharing the cost of workshops and off-campus retreats, planning faculty visits to one another's campuses, etc.

It is difficult to implement a program of faculty development without having some problems and making some mistakes. It can be easier, however, if we share experiences and learn from one another. Hopefully we can benefit from

the other person's mistakes, successes, and ultimately – wisdom. We are all aware of the disadvantages of being on the cutting edge of a new movement; perhaps we also need to be reminded of its rewards.

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II Campus Centers in the South

TEACHING-LEARNING CENTER
UNIVERSITY OF ALABAMA

by Joan North, Director

THE INSTITUTION

The University of Alabama, in Tuscaloosa, is a state university with over 15,000 students and 800 faculty. It is much like other state universities with its triple interest in pursuing teaching, research and service, but it is unlike many state universities in that during the past five years it has begun to distinguish itself by a serious commitment to the improvement of instruction.

Manifestations of innovation and commitment to instruction include: the creation of the New College in 1970; the beginning of the Venture Fund in 1972; the informal Faculty Learning Forum; the work of a University Council Committee to consider mandatory teaching evaluation during 1974; the work of the *ad hoc* Committee on Teaching Effectiveness during the summer of 1974; and the creation of the Teaching-Learning Center in the summer of 1975. It also is notable that a recent self-study produced a new statement of purpose including a significant commitment to teaching.

The New College at The University of Alabama offers its students an alternative approach to the traditional undergraduate educational experience. Its primary purposes are (1) to create an opportunity for highly individualized education which enables students to draw from the resources of all University classes and faculty, and (2) to serve as an experimental unit with the expectation of exporting successful innovations to other sectors of the University. The New College dean was instrumental in securing outside funding for the Teaching-Learning Center.

The Venture Fund, which began in 1972 with a three year grant of $250,000 from the Ford Foundation, has continued to grow with the addition of $200,000 from the University's budget. Over the past three years the Venture Fund has awarded over 80 grants to individual faculty members to assist them in experimenting with new approaches to undergraduate education. The Fund also has awarded a $10,000 grant to the Teaching-Learning Center. The Director of the Teaching-Learning Center also is Director of the Venture Fund.

The Learning Forum existed for about a year and a half during 1973-74. It was an independent and loosely organized group of 50 faculty with the common interest of heightening the University's awareness of general faculty concern for good teaching. The group worked through informal lobbying efforts, special projects and open discussions. Included in the group's activities have been informal luncheon "rap sessions" where information and suggestions on pedagogical and other instructional problems have been discussed; formal debates on educational goals (aided by a Venture Fund grant); and lobbying efforts intended to improve the teaching and learning environment on the campus. Organized into "Task Forces," Learning Forum participants were instrumental in bringing about University participation in a nation-wide Faculty Exchange Program and provided much of the impetus for the new Teaching-Learning Center, which the group saw as a visible symbol of commitment to teaching and a way to continue Learning Forum activities.

THE TEACHING-LEARNING CENTER

The question of mandatory university-wide evaluation of teaching has been an active concern, especially of the University Council for a number of years. Committees studied the issues and made reports concerning the establishment of a mandatory system. In 1974 a series of recommendations led to extensive research concerning ideal teaching roles and behaviors and eventually to the creation of the Teaching-Learning Center. The Committee's interest in a Teaching-Learning Center stemmed from its belief that if teaching is to be evaluated, there ought to be a service office to assist faculty with instructional improvement.

In the summer of 1974 the Academic Vice President established an *ad hoc* Committee on Teaching Effectiveness to make recommendations concerning the establishment of a service unit to assist professors in improving their teaching. The recommendations of this committee provided stimulus for a proposal to the Danforth Foundation, the funding of which helped to create the University's Teaching-Learning Center. The Teaching-Learning Center was formally begun in the summer of 1975.

ORGANIZATION AND STAFF

The Center staff consists of a director, three quarter-time faculty affiliates and a full time graduate research associate. The Director is also Director of the Venture Fund and assistant professor in New College, affiliations which have given her knowledge of current innovations in teaching as well as of a host of University of Alabama faculty who are experimenting with their teaching. A university-wide advisory committee consisting of representatives from each school and college assists the Teaching-Learning Center in identifying faculty needs, publicizing its services and in advising the Center generally. The Center Director reports directly to the Vice President for Academic Affairs, though originally she reported jointly to him and the Vice President for Educational Development.

Each of the 1975-76 faculty affiliates brought particular interests and points of focus to the Center and its operation. A professor of Speech Communication has a particular interest in lecturing/group discussion techniques, in individual consultation and in developing a classroom observation instrument for the Center staff. An associate professor in Biology has published several articles on how to aid graduate teaching assistants in their classroom performance and also is interested in helping graduate students and new faculty learn about "grantsmanship." Evaluation is a particular interest of the assistant professor from the Psychology Department who is working both on the Center's own evaluation and on teaching evaluation.

In addition to the faculty affiliates, the graduate assistantships have been consolidated into one full-time research associate position to provide research and staff support and identify external funding possibilities for faculty-developed innovations in teaching.

Staffing for the second semester of operation was modified to involve a greater number of faculty as consultants in specific areas rather than being limited to a quarter-time commitment to only three faculty.

ACTIVITIES

During the summer months of 1975 the Director and three part-time graduate assistants began to develop programming for the Center. One task was to collect and catalog a browsing library of teaching-learning resources. An extensive research effort also was undertaken to assess the instructional needs of faculty and graduate assistants.

An instrument was designed to give faculty members an opportunity to respond to, and rank in order, possible Center activities, identify faculty expertise in a variety of teaching areas and to provide responses to open questions concerning the Teaching-Learning Center. Although only twenty percent (200) of the questionnaires were returned, the results were considered very useful, in part because most faculty expressing interest in services signed the questionnaire, thus providing the Center with a preliminary "clientele" of some 180 faculty. The data have been tabulated with some rather revealing trends, especially in the high percentages of responses from full professors and from faculty in professional disciplines. The greatest interest expressed was in assistance in identifying funding sources for instructional experimentation, in assistance for graduate assistants, and in workshops.

During the fall 1975 semester, the first order of business, and the most time-consuming, was staff orientation, training and development which took on three foci: University of Alabama environment (e.g., political realities, existing services, offices), a national perspective (e.g., other Centers' operation, teaching evaluation approaches, current innovations in teaching), and training for consultation. A written set of guidelines and procedures will be compiled from these sessions to meet future orientation and training needs. It should be pointed out that more time than anyone expected was spent on this general activity and that the faculty affiliates were very anxious to undergo this training/development before actively developing programs. However, it is equally important to note that frustration easily sets in when so much time is spent "preparing," thus the original schedule of gradual training over the first semester was shortened. This scenario would probably develop at other centers which anticipate utilizing faculty consultants. As the fall semester developed, more emphasis was given to service activities and less to planning/training for them.

About 25 percent of the Center activities revolve around responses to individual requests. These range from evaluation of teaching to test construction.

The Center also has developed a number of mini-workshops on various teaching-learning topics. These include: lecturing, group discussion, out-of-class learning, grantsmanship, simulation/gaming and others. The sessions are limited in enrollment and are repeated whenever demand warrants. These mini-workshops are complemented by larger more extensive workshops usually sponsored in conjunction with some other division of the University. Examples of this approach include a workshop on teaching social sciences jointly sponsored with the Psychology department and the Division of Continuing Education and a workshop on interdisciplinary teaching co-sponsored with the Humanities program.

During the first semester of operation the Center began four informal sessions for faculty. Completely voluntary, this effort brought ten to twelve faculty together over lunch or coffee for a weekly discussion of a topic of their choice. A variety of departments were represented and most people involved enjoyed this low-key approach to faculty development.

In addition to these programmatic offerings, the Center collects and dissem-

inates a great deal of information relating to teaching-learning topics and funding of teaching-learning projects. A series of monographs dealing with lecturing, group discussion, simulation/gaming and other topics will be developed to assist faculty. The Director and the Teaching-Learning Center staff also respond to individual requests for instructional research. At this time the Center does not publish a newsletter. An extensive catalog of possible sources of financial support for teaching-learning projects also has been developed by the Center staff. The catalog reflects both private and public resources. The Center staff also assists professors in seeking this support by providing assistance in developing, writing and submitting proposals.

The Center recently has received funds to begin a "mini-grants" program. Although the Venture Fund is still available for funding large instructional development projects, the new program allows the Center Director to make grants to individual professors who need a limited amount of assistance to implement a specific instructional idea.

Beginning with its second semester of operation, the Center began offering a videotaping service to faculty. Upon request, the Center will tape a professor's classroom performance and then allow the individual to view the tape in private. At that point the tape can either be erased or the faculty member can confer with Center staff.

FUNDING

The Center's operating budget for the first year came from five different sources within the University: the President's Office, Office of Academic Affairs, Office of Educational Development, the Venture Fund, and finally, a grant from the Danforth Foundation which contributed approximately one third of the first year's budget. Although University funding for the second year is to be centralized, the Center maintains a policy of actively seeking outside resources to complement the existing University budget.

The budget breakdown for the first year includes a University commitment to the salaries of the Director, secretary and graduate research associate and about half of the office expenses. Danforth funds cover primarily faculty affiliate and consultant funds and some operating expenses. The University's Venture Fund provided for several programmatic needs.

EVALUATION AND FUTURE

At the present time evaluation of the Center is just beginning. However, judging by the level of faculty participation, the Center has gained a great deal of acceptance among the faculty during its first year of operation.

In the future, the Center will continue to direct its efforts at encouraging the use of existing faculty and teaching resources.

PROJECT ON TEACHING AND LEARNING IN UNIVERSITY COLLEGE UNIVERSITY OF ALABAMA AT BIRMINGHAM

by Robert Bauman, Director

THE INSTITUTION

The University of Alabama in Birmingham is an urban, state university that includes a major medical center. Total student enrollment is approximately 12,000—of whom nearly 10,000 are enrolled in University College. The College has approximately 300 full-time faculty, plus 150 part-time (including many with primary appointment in other units of the University).

University College comprises the Schools of Business, Education, Engineering, Humanities, Natural Science and Mathematics, and Social and Behavioral Sciences. Graduate programs through the master's degree are offered by all schools. In addition, AA certification (beyond the master's) is available in Education, and the Ph.D. is offered in the Natural Sciences. The Medical Center includes the Schools of Medicine, Dentistry, Nursing, Community and Allied Health Resources, and Optometry, as well as the University Hospitals and Clinics and the several Basic Science and Biophysical Science departments. Baccalaureate, M.S., Ph.D., M.D., D.D.S., and O.D. degrees are offered, plus Associate degrees through the Regional Technical Institute for Health Occupations. All graduate degrees are awarded through the Graduate School. The President of UAB reports to the Board of Trustees. The four Vice Presidents have responsibilities for University College, Health Affairs, Finance, and Administration.

The Medical Center had its Birmingham origin in 1945. University College grew from extension programs first offered in Birmingham in 1936, which became the degree granting College in 1966 as part of the newly structured University of Alabama in Birmingham. College course offerings are primarily during the day, but approximately one-third of the enrollment is in night classes and a majority of the student body is employed part- or full-time.

THE PROJECT ON TEACHING AND LEARNING IN UNIVERSITY COLLEGE

The Project on Teaching and Learning in University College (POTLUC) was initiated by the Vice President for University College in the fall of 1973. A Committee of 12 persons was appointed and the Committee elected its chairman-director, hired an Administrative Assistant, and formulated a statement of goals and purposes.

The role and scope of the Project, as taken from the recent annual report, is as follows:

> Working with existing units of UAB, the Project will seek to accomplish the following:
>
> - To acquire and evaluate information important to the teaching-learning process. This will include information on students, their needs and their preparation for satisfying those needs; community needs, for units of information and for information concerning the operation of University College in its community setting; teaching practices of UC faculty at the present time; the teaching-learning process, and how it may be facilitated.
> - To disseminate information relevant to the teaching-learning process to faculty, student body, and community.
> - To facilitate teaching and learning through administrative staff functions by assisting faculty in self-evaluation and in modification of teaching practices where they so desire; and, by encouraging good teaching through appropriate reward structures.

ORGANIZATION AND STAFF

The Project operates under the Vice President of University College and is funded from his budget. Service is directed primarily toward University College but extends to the Medical Center in several areas. It has been the responsibility of the Project to establish communication with the faculty and students and gain the cooperation of both. There are increasing signs of recognition and acceptance of the Project as a useful adjunct to the academic structure.

The Director has half-time responsibilities with the Project and maintains

half-time responsibilities as Professor of Physics. His research includes studies of cognitive development in post-adolescents. The Administrative Assistant is a graduate student in the School of Education. The part-time secretary is a work-study senior student in Education.

Policies and programs are set by the POTLUC Committee composed of 12 persons, including two students (one undergraduate, one graduate), two administrative faculty members, and eight faculty members without primarily administrative appointments. Student appointments are for the academic year, with opportunity for extension over the summer when appropriate, and faculty appointments are for two years, beginning in June, with staggered terms. Vacancies are advertised by the Committee and recommendations for appointment are made to the Vice President following interviews with the candidates.

All Committee members, except administrative appointments, receive a supplemental stipend at the rate of $1000 per year. This modest compensation effectively emphasizes the importance attached to the Project and its efforts to aid the teaching-learning process in the College. It also engenders a sense of responsibility to the Committee, so that persons unable to participate effectively have removed themselves from the Committee, and it makes it easier for the staff to make demands on the time of Committee members. The Committee meets regularly twice a month and carries out other assignments between meetings.

ACTIVITIES

Primary activities of the Project are a quarterly Newsletter, acquisition and maintenance of a library of materials on college teaching; organization of programs consisting of speakers, panel discussions, symposia, etc.; operation of a computer-based program for student evaluation of faculty and courses; supervision of the selection of a recipient for a teaching excellence award and for an award to be granted for excellence in research on teaching; support of an experimental development of PSI courses in three departments; organization of special programs for faculty development; service as a communication link between faculty and external agencies and foundations concerned with college educational programs; and support of travel by Committee members and others to programs of special educational interest.

The Newsletter is compiled and edited by the Administrative Assistant, with contributions from members of the Committee and faculty members from the College and other UAB units. Descriptions of current efforts, book reviews, analyses of current trends, and news items concerning coming events are the major content. Circulation is to all UAB faculty and staff plus other interested persons outside the University.

The University libraries have substantial numbers of publications dealing with teaching, but the emphasis tends to be on elementary and secondary education and specialities associated with the School of Education. It is thus helpful to have a separate collection intended specifically for the college professor. Similarly, although there are many seminars and other programs on campus that relate to teaching, it is useful to have a central body arrange for additional speakers of interest to a broad cross-section of faculty, and to assist in advertising some of the speakers brought in by one department or school.

Student evaluation of faculty and courses is organized under the CAFETERIA program, leased from Purdue University. Instructors may select items from a catalog (or menu) of 200 or more statements to be answered on a five point scale (strongly agree to strongly disagree). The selections are fed to the computer, which prints up forms for each class, adding five "core" items that appear on all forms. The student responses are subsequently analyzed by computer and an analysis is sent to the instructor (only!) for his information. Participation is voluntary, but growing rapidly.

The award for excellence in teaching is based on student balloting, with final selection by a committee of students and faculty taking into consideration the student vote plus other information, such as numbers of students taught and content of letters of nomination. A new award for excellence in research in teaching will be offered by the Committee this year for the first time, although it has not yet received funding support.

Support of minigrants, based on faculty proposals, has not yet been funded, but one early program that has received encouragement by the Project, including minor allocations of space, funding, and travel support, is a research program for teaching chemistry (primarily mathematical preparation), mathematics (algebra), and elementary German in PSI format. Funds were also received, by the committee member in charge, from the University College faculty research committee. The program has been useful in focusing attention of faculty and students on the PSI techniques, and has already led to adaptation of the technique in an additional course.

A series of programs for faculty development, offered during the recent summer, included presentations on new techniques, new theoretical developments, and various other methods for teaching improvement, including a program by the speech and drama faculty dealing with speaking techniques and with body movement and non-verbal communication. Faculty orientation programs have been initiated, which introduce new faculty members to University facilities available to them.

Programs sponsored by POTLUC in the past academic year include:

- A lecture and discussion on Comparison of Instructor Evaluation Systems;

- A symposium on "Higher Education: Prospectus on Change" featuring several nationally recognized authorities;
- A seminar on self-paced, multi-media, audio-tutorial instruction;
- A seminar on the CAFETERIA Program for student evaluation of instruction;
- A seminar and discussion sessions on the Personalized System of Instruction;
- A lecture by a nationally recognized authority and a discussion on "Testing and Professors."

FUNDING

The POTLUC budget, which is currently about $50,000 per year, comes from state-appropriated funds allocated to the College. Budgeting was accomplished under a zero-base system, so that funding was matched to continuing and proposed activities in competition with other needs within the College. The Project budget provides for staff salaries, Committee stipends, office equipment, travel, and programs. Supplemental funding from external agencies has been sought but, thus far, the amount of such funding is small.

EVALUATION AND FUTURE

Evaluations to date have been by the Committee itself, in preparation of annual reports and at the stage of justification of conversion of the Project from temporary to continuing status. We believe that the Project is fulfilling several important functions in drawing the attention of the faculty to new developments and to the importance of considering the teaching function in new ways. We believe that there are still many unexploited opportunities for the Project that can be accomplished with the present organization. It does seem appropriate that some small fraction of the total expenditure for education be spent in re-examination and renewal of that effort, which is better accomplished through a central organization with representatives from academic units than by each academic unit operating separately.

Faculty members are generally suspicious of new structures, and especially so of any structure that hints at affecting the classroom activities of the individual professors. This attitude has some merit, despite its deadening effect on teaching improvement. A major achievement of the Project has been a change in attitude of a majority of faculty members – from resentment that money was being diverted to a new function to a recognition that at least some of the POTLUC functions can be helpful to the individual instructor. If the Committee is constantly alert to the need for convincing faculty of the value of the Project, substantial long-term effects of the Project seem possible and even probable.

OFFICE OF INSTRUCTIONAL RESOURCES
UNIVERSITY OF FLORIDA

by Jeaninne N. Webb, Director

THE INSTITUTION

The University of Florida is the largest of the nine universities which comprise the State University System of Florida. As the oldest and largest institution of the system, the University's special mission is to provide graduate and professional programs for the citizens of the state. It is one of the few institutions in the country to offer virtually every major professional program and area of graduate studies on a single campus; the University of Florida consists of sixteen colleges and two schools.

The University is administered within three major budgetary units. The general unit represents Arts and Sciences, Engineering, Architecture, Fine Arts, Journalism, Education, Business Administration, Law, and University College—the general education component. The Health Center includes the Colleges of Medicine, Dentistry, Veterinarian Medicine, Nursing, Pharmacy and Health Related Professions. Lastly, the Institute of Food and Agriculture Sciences provides programs in a wide range of agricultural sciences in addition to its research and extension activities.

The total student enrollment of the University is close to 28,000. The teaching faculty of 2,800 is supported by approximately 1,500 teaching assistants. Over 5,000 courses are offered to provide 90 areas of instructional programs for undergraduates and 50 specializations for doctoral programs.

Limited by mandate from the legislature to a freshman class of only 2,900 the University's heaviest teaching load is found at the upper division and graduate level.

THE OFFICE OF INSTRUCTIONAL RESOURCES

The Office of Instructional Resources (OIR) was established in September of 1972 by the combination of resources of an established agency with responsibilities of media production and audio-visual equipment distribution, the resources of a center which had been responsible for duplication and scoring of comprehensive examinations for freshman courses, and the provision of additional allocations from the general budget. This was the result of the recommendations of an *ad hoc* committee, appointed by the Vice President of Academic Affairs, which was charged to study and make suggestions for appropriate avenues the University might take to bring about instructional improvement. In the summer of 1974, additional responsibilities were assumed by the Office of Instructional Resources when three units which provide campus-wide non-traditional services to students came under its administrative umbrella. These three units, the Personalized Learning Center, the Reading and Study Skills Center and the Language and Learning Laboratory, provide exemplary programs for experimental and demonstration purposes as well as providing services to students.

The mission of the Office of Instructional Resources is to improve instruction through the initiation of innovative programs, the encouragement of experimental programs and the support of existing programs. In order to carry out this mission, the Office of Instructional Resources has undertaken four major functions:

- To provide programs to faculty for the analysis and improvement of the teaching-learning process.
- To provide to faculty consulting services and technical assistance in the design and use of instructional programs and materials.
- To provide testing and program evaluation services to faculty and staff.
- To perform instructional research.

These major functions are supported by the following services.

1. *Instructional* – Conduct workshops, seminars and short courses for instruction of faculty in:

   the design of instructional systems (self-paced, programmed instruction, CMI, CAI, multi-media modules, etc.)

   the design and/or use of instructional materials (slide/tape

programs, video-tapes, filmstrips, film loops, transparencies, etc.)

test construction and student evaluation techniques (writing test items, item-analysis, alternatives to paper and pencil tests, criterion and norm-referenced evaluation, etc.)

the analysis, development and evaluation of teaching strategies (systematic observation techniques, teacher attitudes and behavior relationships, interaction techniques, etc.)

the use of hardware (operating audio-visual equipment, computer-management systems)

2. *Developmental* – Provide instructional laboratory facilities for:

video-taping to refine instructional techniques

the development of instructional materials by faculty members (demonstration tapes, etc.)

the demonstration of innovative practices and materials (Personalized Learning Center, self-instruction facilities, audio-tutorial laboratories)

3. *Services* – Provide services to support instructional programs:

consulting services

media production services

testing and evaluation of student achievement services

program evaluation services

The Office of Instructional Resources is predicated on two assumptions. The first is that it is primarily a service organization which must respond to expressed faculty needs; that it must serve on-going programs as well as provide leadership for innovation. The second assumption is that one improves his or her teaching by becoming involved in innovation and experimentation rather than by focusing on the teaching act itself. The encouragement and support of programs and projects designed to improve the effectiveness and efficiency of instruction is the major focus of the Office.

ORGANIZATION AND STAFF

The Office of Instructional Resources is a separate administrative unit reporting directly to the Office of the Vice President of Academic Affairs. It has responsibility to the total campus. The office is headed by a director and three associate directors who are responsible for media and production services, instructional development, and testing and evaluation services, respectively. In addition, both the Reading and Study Skills Center and the Personalized Learning Center have directors who are responsible for the activities of these two units. An abbreviated chart which illustrates the organization of the Office follows.

Because of the widely varying activities of the Office of Instructional Resources and the highly specialized skills demanded by these activities, the staff represents widely diverse backgrounds and education. However, the administrative staff, with the exception of the Associate Director for Testing and Evaluation, hold advanced degrees with specialities in one or more areas of education. The permanent staff all hold full-time positions with the office. In addition, associate staff members who hold appointments with other academic units on campus work with the office on special projects or assignments. The department in which an associate staff member holds his appointment is reimbursed for the time spent with Office of Instructional Resources projects through various arrangements.

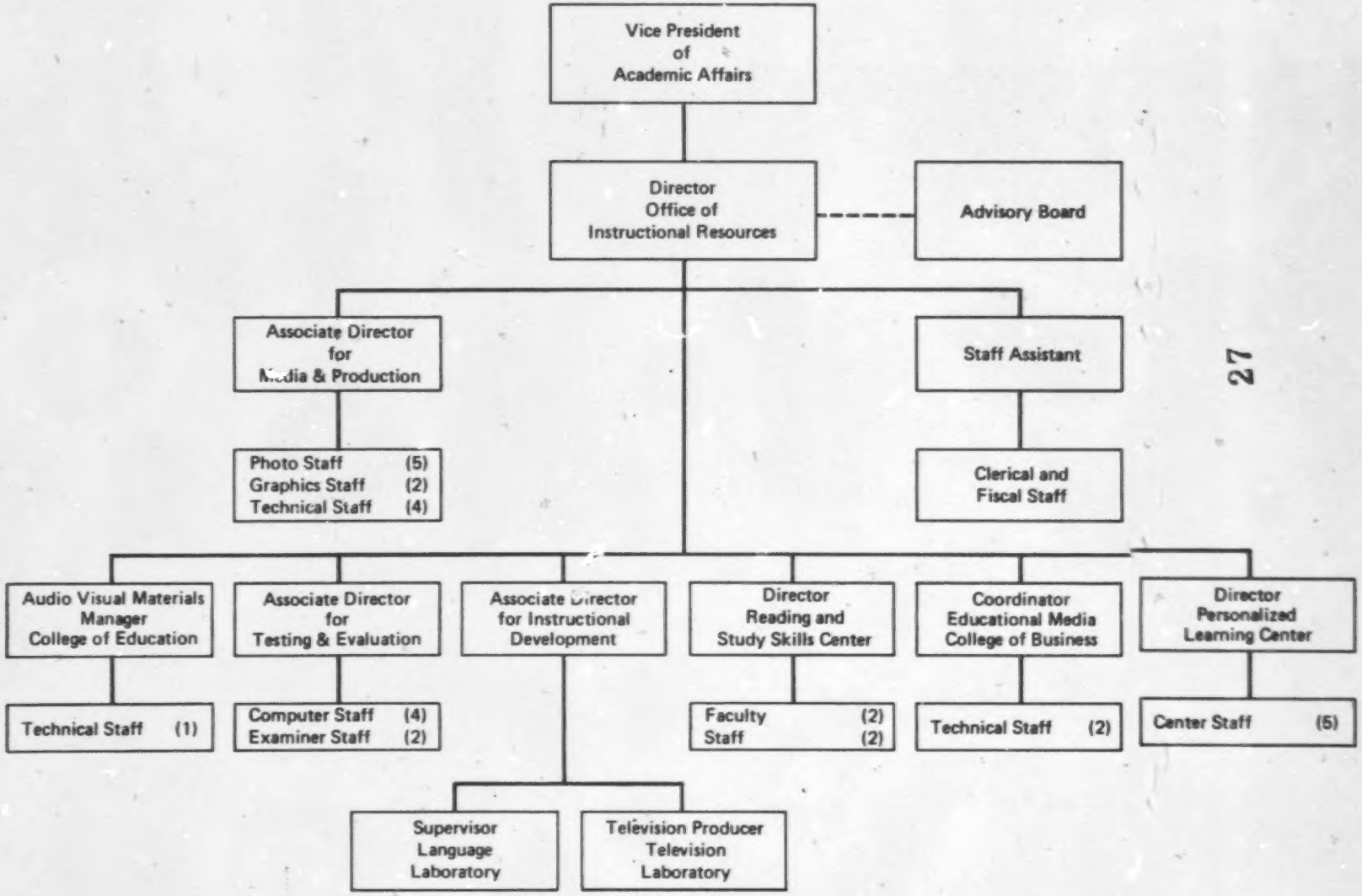
Students at both the undergraduate and graduate levels are heavily involved in the activities of the Office. They serve in such roles as tutoring, course management, clerical work, technical work in media production, data collection and analysis, test construction and program evaluation. Graduate students at the most advanced levels also are supported by OIR to assume teaching responsibilities so that faculty may be released to work on projects funded by the Office. We find that undergraduate students are especially effective in instructional management and tutoring roles. Without doubt, one of the most important resources that we have is the students who participate in our activities.

Another important element in our operation is the Advisory Committee for the Office of Instructional Resources. Composed of administrators and faculty who represent the broad spectrum of the academic programs, members of this committee help establish policy and effect communication with the groups they represent.

ACTIVITIES

The Office of Instructional Resources provides a broad range of services which relate in many ways to instructional improvement. Activities are undertaken both in response to requests for assistance and in initiating programs for which there seem to be interest or need. As there are always more demands for services than there are resources to provide them, priorities must be established. Basically, any request from an individual faculty member for assistance in improving classroom teaching, whether it be in information presentation, material development or measuring student achievement, is responded to by the appropriate unit. Projects which involve programs or departments and require sizable allocations of resources are given priority in terms of the number of students

Office of Instructional Resources
University of Florida
Organization Chart



which ultimately will be served and in terms of institutional objectives and goals.

The following descriptions of activities are not exhaustive but do represent major efforts in instructional development and improvement.

Mini-Sabbatical Program

Each year the Office of Instructional Resources has set aside funds to support projects proposed by faculty for instructional improvement. Projects which emphasize experimentation or innovation in instruction have been funded. Support is made available on a competitive basis to provide for released time for faculty, for material production and for technical services.

The projects that have been funded reflect a variety of activities and disciplines. Two basic course sequences in engineering—one in thermodynamics, the other in engineering mechanics—were self-paced over a period of several years. Instructional video-tapes have been developed to teach complex motor skills in the administration of anesthetics in the College of Medicine, to teach fundamental concepts in the criticism of the film in the Department of English, and to provide models to students for appropriate performance in the Department of Speech.

Several projects in computer application to instruction have been supported. The College of Dentistry has developed a computer program for the teaching of oral diagnosis; projects are completed to develop gaming techniques for a course in marketing and to teach land use theory in geography.

In the language departments, mini-sabbaticals have been awarded to support the desgin and development of oral drill tapes in first-year Chinese and to redesign the introductory French course.

The office has supported inter-disciplinary projects in the field of medicine and humanities, the development of single concept films for the physics department, an innovative course in the criticism of the arts, and the systematic redesign and evaluation of the introductory music theory course.

Each year over 40 proposals for the mini-sabbatical program have been submitted by the University faculty. Not all of the proposals are funded at the levels requested; however, OIR does continue to work with the unfunded project sponsors. The policy is to assist all faculty who express an interest in improving the quality of their department's instruction.

Instructional Laboratory

Another experimental faculty development program for OIR has been the establishment of an Instructional Laboratory. This laboratory contains a wide range of television equipment including portable video-rover units, color video-recording and playback units, and television cameras. This laboratory provides services for the improvement of instruction. Faculty have used it to become familiar with television equipment and to develop televised instruction for use in teaching. A number of faculty have used the lab to put segments of presentations on tape. Others have borrowed video-tape equipment for the purpose of taping performances of students or for making video-tapes out in the field to play back to students. A professor who is responsible for our general chemistry course, which has an enrollment of over 1,000 students, video-tapes the demonstration of the solution of weekly homework problems. This tape is then made available through closed circuit to students who seek help.

Instructional Programs for Faculty

The Teaching Assistance Program

This program consists of eight seminars and two workshops on topics related to the improvement of college instruction. The purpose is to provide faculty with information concerning major trends in college instruction. These seminars have been offered on a regular basis each of the three quarters of the academic year and are open to all faculty and graduate teaching assistants. We have found that the major outcome of this program is to identify faculty who are interested in redesigning instructional programs and who continue to work with our staff on an informal basis.

Modularized Courses for Faculty Development

Another approach to faculty development has been the creation of several short courses (four to six sessions) in specific areas. Programs include: Objective Writing and Test Construction; Design and Presentation of Instructional Media; Module Development for Self-Paced Instruction; Small Group Discussion Skills; and Lecture Skills. These courses are narrow in scope and tailored to the interests of a specific college or discipline. They are offered by request. The short courses are made available to a group with common interests and entail helping the faculty deal with specific problems on an individual basis. Although they are more costly in terms of time and resources than more generalized programs, they are exceedingly more effective in terms of producing change in teaching behaviors.

Learning Laboratory and Personalized Learning Center

These facilities provide demonstration of non-traditional instructional programs for interested faculty and serve as units which support faculty wishing to implement experimental ideas.

The Personalized Learning Center provides a measurement system with immediate feedback to both students and instructors in terms of student achievement. Professors who wish to work with the center can, by writing a bank of performance (test) items, utilize the services of the center. Students take computer generated tests on demand, receive immediate feedback from student assistants, and engage the services of a tutor if needed. Weekly performance

reports on each student are made available to every instructor who utilizes the center.

The Language and Learning Laboratory is a facility for audio-tutorial instruction and is available to any faculty member who desires to develop and pilot an audio-tutorial module or course. Equipped with audio-tape record and playback units, video playback units, slide/tape and filmstrip projectors, self-instructional materials in almost any format can be made available to students through the laboratory.

In addition to the activities listed above, consultant and technical services ranging from test scoring services to the design of media are utilized by faculty continually. Finally, OIR has continuing programs in research which emphasize the investigation of problems related to program effectiveness.

FUNDING

The Office of Instructional Resources is funded by allocations from the general education budget of the university. In addition, some activities are partially supported by revenue accruing activities and some activities are totally self-supporting. Two major projects underway are supported by federal and private foundation grants. One of the major responsibilities of the Director of the Office is to work with faculty in developing proposals to various agencies for funds to support instructional innovations. These funds may then come directly to OIR or to the academic department involved for support of functions assumed by OIR.

Although we have multiple sources of funding, the basic support of the office is from state revenue allocated through the general education budget of the university. Our annual budget is approximately $900,000; 75 percent of the funds are spent in salaries, 20 percent in operating expenses and 5 percent in the purchase of equipment.

EVALUATION AND FUTURE

The only formal evaluation procedures for the Office of Instructional Resources have been assessment of projects supported through the mini-sabbatical program and the compilation of attendance figures for the Office's faculty development programs. A large evaluation project is now underway in the Personalized Learning Center. No overall assessment of the effectiveness of the office has been made, but this is seen as a much needed activity.

The staff's own assessment of the Office's effectiveness is informal and based upon judgments made in terms of (1) survival and growth during times of severe financial crisis (2) increasing demands for assistance by major departments and units of the university and (3) construction now underway to house the OIR's activities in appropriate and adequate space in the center of the campus. These facts would indicate that in the three and one-half years of the OIR's existence it has gained the creditability which is necessary for the effectiveness of a unit whose mission is the improvement of instruction.

We believe that our future is stable if we can continue to provide activities which are seen to have worth by both faculty and administrators. We also believe that our greatest effectiveness is yet to be achieved and will come as the result of instructional design activities in basic courses which enroll hundreds of students each quarter. These activities lend themselves to accountability measures in terms of cost-effectiveness and provide the empirical evidence which we now lack to support the contention that an office such as ours has a vital role to play in institutions of higher education.

OFFICE OF INSTRUCTIONAL RESOURCES
UNIVERSITY OF KENTUCKY

by Michael R. Nichols, Associate Director for Instructional Development,
Office of Instructional Resources
and John B. Stephenson, Dean of Undergraduate Studies

THE INSTITUTION

The University of Kentucky has over 21,000 students on its main campus in Lexington and over 18,000 in its 13 community colleges located throughout the state. The faculty of the Lexington campus and the community colleges numbers over 2,000.

The University represents an institution just getting started in faculty development and instructional resources. The UK "Office of Instructional Resources" was officially established in December, 1975. Although the office is new, the idea for such a unit as well as many of its functions have been around at the University for some time.

OFFICE OF INSTRUCTIONAL RESOURCES

Background

In realizing the need for some organized assistance to the faculty in its teaching role, the University previously had set up two important units: the Office of the Dean of Undergraduate Studies and the Division of Media Services. The dean's office has responsibility for undergraduate curriculum, helping to improve instruction, and sponsorship of numerous activities related to teaching, such as an orientation program for graduate teaching assistants. The Division of Media Services includes the University Television Center, a motion picture unit, and an FM radio station, WBKY. The Division of Media Services reports to the dean of Undergraduate Studies. It seemed logical that efforts toward the establishment of a learning resources center should emerge out of these two offices. In fact, as early as the late 1960's the idea for such a center was discussed. However, until recently, the Office of Instructional Resources existed only on paper. It was proposed to include television, motion pictures, radio, audio-visual services and a duplicating service. The proposal won approval by the board of trustees in 1970, but lack of funding prohibited its realization. With this indication of support, an effort was made to implement a center that also incorporated consultation, workshops, and seminars, and other "faculty development" activities, in addition to the instructional materials and media delivery aspects already proposed.

Our problem was how to accomplish this in the face of very limited funds, personnel, and physical facilities. While some activities were discussed and considerable review of the literature, drawing organizational charts, and planning were done, little concrete was accomplished until the entry of the Southern Regional Education Board into the project. In fact, early in 1974, Dr. Jerry Gaff wrote to inquire about our plans for a center (as part of a national survey for the EXXON Foundation), and we were forced to reply that our center was "little more than an idea."

Planning Committee Formed

In February, 1974, however, the SREB Undergraduate Education Reform Project and the Dean of Undergraduate Studies agreed to formulate a planning committee to investigate the needs of the faculty in support services for teaching activities and to suggest a form for maximum delivery of these services. This task group was soon to prove to be one of the most imaginative and productive University committees in anyone's memory. In addition to its well articulated report, the committee was responsible for a number of projects that helped to analyze the instructional needs of the faculty, and served to focus the attention of the University community on the importance of innovation and improvement in teaching. Aided by funds provided by the Southern Regional Education Board, the Task Group was able to provide a number of such events that were successful beyond the hopes of its members.

Among these was a special all day conference of faculty from throughout the University who were recognized by their peers as having a particularly strong commitment to teaching. The conference participants discussed what they felt were important ingredients for a center. The response to a questionnaire sent out by the committee was surprisingly enthusiastic and showed the following ser-

vices ranked as the top ten.

1. Establish a library for faculty with current information on research and new developments in college teaching.
2. Provide graphic arts consultation and production.
3. Arrange seminars and workshops (available on a voluntary basis to faculty) on instructional techniques, methods and approaches.
4. Develop a modularized video-tape course on college teaching and learning which could be used for TA's, individual faculty members, in-service presentations for departments and colleges or offered regularly on a non-credit campus-wide basis.
5. Have consultants available upon faculty request for conferences on teaching effectiveness and instructional development.
6. Offer mini-sabbaticals to faculty to work part-time with the instructional resources staff on topics of interest.
7. Act as a central source of information concerning availability of rooms, physical properties and electronic equipment.
8. Coordinate distribution and repair of teaching hardware campus-wide.
9. Publish a newsletter on current trends, developments, and research on college teaching and learning which features the activities of the UK faculty.
10. Develop a directory of faculty resources on various teaching techniques.

A second, and far more ambitious, campus event was held in September, 1974. Designated as *Teaching Expo*, this University-wide exhibition of creative teaching techniques brought together some 50 exhibits by faculty illustrating PSI, CAI computer graphics, trigger films, simulation, mathematical games, audio-instructional packets, video-tape presentations, programmed texts and numerous other instructional approaches. The arrangements and organization required were staggering, but the effort seemed well worth it when on the day of the event some 900 faculty, students, and out-of-town guests toured the exhibits during the five hours it was open.

After months of study, analyzing data and combining insights gained from campus-wide activities, the Task Group submitted its final report to the Dean of Undergraduate Studies with an affirmative recommendation that a center for instructional resources be established with the following major functions.

- To offer individual consultation with faculty on teaching techniques, testing and instructional design and evaluation, and advising.
- To maintain a clearinghouse of information on teaching techniques used here and at other institutions.
- To identify and enlist the support of faculty members who are willing to contribute their expertise toward the common goal of improving teaching. These persons could be designated as "Center Associates" or holders of "mini-sabbaticals."
- To provide opportunities for communication across departmental and college barriers on college teaching and learning.
- To sponsor workshops and seminars relating to teaching.
- To manage incentive grant funds in support of improved teaching and instructional design.
- To publish the newsletter, *UK Teaching: News and Notes*, for the University and limited distribution off campus.

Specific recommendations were also submitted for staffing, budget, and other organizational matters, all of which were obviously written with the notion that the new center would have to start out modestly and make maximum use of the resouces already at hand. We now had what we wanted and needed for several years: a plan endorsed by unusually wide faculty support, well within the financial guidelines of the dean's charge to the committee, supported by strong, documented evidence of need and acceptance for such a center, and consistent with previous recommendations of the Vice President for Academic Affairs. It appeared that, with such carefully drawn blueprints, establishment of a center was just a matter of time.

However, due to the financial "pinch" felt by so many institutions of higher education, funding (even the modest amount suggested by the Task Group) was not available. Without funding, what can a university do to provide some of the services and resources of a center without the formal structure a center would provide? How would we begin to meet the now obvious needs for instructional resources?

Beginning Implementation

In the year that passed after the submission of the Task Group's final report, efforts toward implementing the several functions suggested fell primarily to four individuals whose responsibilities naturally lent themselves to these activities. These are the Dean of Undergraduate Studies and – from the Division of Media Services – the Director, the Production Manager and the Coordinator of Instructional Development. (The results were modest, but they represented a

beginning and served as an indication of a continuing demand within the faculty for such services.) Briefly, the following examples illustrate the direction and form of the efforts.

1. A special workshop on the evaluation of advising was held in the summer of 1975 and was attended by some 70 faculty, deans and associate deans to learn more about the essential, but often misunderstood, activity of academic advising.
2. A similar workshop was held that same summer on the topic of evaluation of teaching.
3. At the beginning of the 1975 academic year, an all-day orientation program was held for new graduate teaching assistants to help them adjust to their new role as college teachers.
4. Following each of these programs, the keynote speaker (in each case, a guest from off-campus) was asked to appear before cameras at the University's TV Center for an interview on his area of expertise. These video-taped presentations have since been used effectively in faculty seminars throughout the University and its community colleges. We hope these first three programs represent just a small portion of the video-tape materials we will some day have available for our faculty.
5. The Division of Media Services is now in its second year of printing *UK Teaching: News and Notes*, a newsletter going out to all faculty. It is hoped that through this publication attention can be drawn to the many fine efforts at innovative teaching going on at UK as well as to pass along useful suggestions and techniques for those interested in trying out new instructional strategies themselves. In addition, several other publications have been produced, such as a guide designed to aid faculty in locating educational services and resources on campus, an advising handbook, and a guide to educational options for undergraduates.
6. The Coordinator for Instructional Development and Utilization (CIDU) was responsible for coordination of the instructional improvement grants program which provides funds and summer release time with pay for faculty who are interested in developing new instructional approaches.
7. The CIDU became involved in consultation with the faculty on instructional matters. So far, these faculty contacts have included help with the preparation of course outlines, coming into classes to observe and critique the teaching style (at the request only of the individual faculty member), helping to plan conferences and institutes, working with departments in revamping courses, providing expertise in evaluation of teaching and advising, arranging workshops for specific instructional media (both hardware and software), and many more. The Division of Media Services has acquired, over a period of years, a small but fairly comprehensive library of articles, books and monographs about college teaching and learning that has been very useful in this particular activity.
8. We began implementation stages on a faculty resource room which we had been assigned. One room of the three-room complex had been previously used to televise live engineering classes. Concept of its use was expanded, and it is now available on a scheduled basis for micro-teaching, and other video purposes not requiring broadcast quality equipment. The second room serves as a control room, and is equipped for engineering services and video-tape storage. The third room is gradually being remodeled into a faculty resources room which will house such equipment as a video cassette player, slide reproduction facilities, graphics reproduction facilities, graphics production materials, audio-visual equipment, tables and individual booths for designing instructional materials, a conference area, and numerous other resources. With adequate staffing and equipment for these three rooms, the potential for service to our faculty seems great.

Although those involved were not wholly satisfied with this arrangement, it did provide a means by which some of the services of a learning resources center could be made available.

It was in January of 1976 that the decision was made to rename the Division of Media Services, calling it the "Office of Instructional Resources." By broadening the scope of the former division to include faculty development activities, the new office was redefined to be a primary resource for faculty for all their instructional needs and not just television and films.

ORGANIZATION AND STAFF

The Office of Instructional Resources is organized with a director and three associate directors which include: 1) the associate director for instructional design and production, (the former production manager for the Division of Media Services), 2) the associate director for instructional development, (the former coordinator of instructional development), and 3) the associate director for audio-visual services. Along with the Dean of Undergraduate Studies, the director and three associate directors form the nucleus of a coordinated effort

to provide support to the faculty in their teaching assignments.

A major consideration of the new arrangement was the maximum utilization of the resources of the former Division of Media Services which included a graphics department, a small photographic unit, a motion picture unit, a television production facility, and a number of highly skilled professionals. Previously, this office had been concerned primarily with broadcast quality television and had been vitally involved in producing televised materials for the Appalachian Satellite Project. While the quality of these previous efforts is being maintained, more attention is being directed toward the production of non-television instructional support. The associate director for instructional design and production supervises these activities.

The associate director for instructional development will continue the efforts in faculty development that were begun in the Division of Media Services. The central responsibility of this position is workshop planning, consultation, and publications designed to call attention to new modes of instruction.

The associate director for audio-visual services continues to handle the film needs for the campus and community colleges, but also has expanded into new areas such as in-service training sessions for effective use of films in college teaching. His office serves as the central clearinghouse for instructional "hardware."

ACTIVITIES

At present, the newly-created Office of Instructional Resources is becoming more and more active with the production of several self-instructional packets, slide-tape learning modules, television productions, publications and workshops. An expanded teaching orientation program is in the planning stages and a special TV series on college teaching and learning is being considered.

This reorganization has spurred those who have been involved with instructional resources and faculty development to find new ways to increase our effectiveness. However, the receptive and enthusiastic attitude of the faculty – probably more than any one single factor – has encouraged the staff to continue to believe that faculty are interested in teaching and that an Office of Instructional Resources does have a valuable contribution to make to the teaching/learning mission at the University of Kentucky.

FUNDING

Without additional monies for establishment of a new office, existing funds were redirected to broaden the scope and direction of the office. Although production quality television and motion picture production are, and will continue to be, a primary function of the office, increased efforts and funds will go to the faculty development and instructional development aspects already begun. Producers/directors who formerly worked exclusively as media designers in television and film have begun to serve as instructional designers of slide/tape presentations and self-instructional packets as well. Reflecting the office's new role as a general resource for faculty, the staff will continue to diversify activities within the limits of current financial resources.

EVALUATION AND FUTURE

Since the Office of Instructional Resources has just been established, no formal evaluation has been undertaken. While much has been done in the way of evaluation of television production, a formal evaluation of the new efforts in faculty development and instructional resources will not be attempted until the program has been underway longer.

Although no systematic evaluation has taken place, informal feedback from faculty has been positive and encouraging. Judging from this and the demand for services, the prospects for making a contribution to the University through assistance to the instructional needs of the faculty seem great.

CENTER FOR INSTRUCTIONAL DEVELOPMENT
APPALACHIAN STATE UNIVERSITY

by William C. Hubbard, Coordinator of Instructional Resources

THE INSTITUTION

Appalachian State University is located in the Blue Ridge Mountains of Northwestern North Carolina in the town of Boone, population about 9,000. Appalachian's facilities include 43 buildings located on its 75-acre main campus and a Center for Continuing Education, a new University Auditorium, and married student housing on a 180-acre new west campus area. During the decade of the 60's, enrollment tripled at Appalachian, leading to the construction of 30 new major buildings and a complete change in campus profile.

In 1967, the North Carolina General Assembly designated Appalachian as one of four regional universities. Reflecting the dynamic growth and increasing diversity of the institution, the faculty and administration planned reorganization toward giving more effective direction to the present and future course of Appalachian.

Effective July 1, 1968, twenty-one instructional departments, previously separated and directed by chairmen, were organized into the Colleges of Arts and Sciences, Fine and Applied Arts, and Education, each directed by a dean. To give greater visibility to lower division undergraduate work, the University also activated a General College, which is responsible for assisting and guiding all freshmen and sophomore students. Under the new organization, the Dean of Graduate School, as well as all other academic deans, now reports directly to a Vice Chancellor for Academic Affairs.

The University's curriculum has undergone dramatic improvements throughout the past decade to modernize and streamline the students' programs of study. Teaching techniques, course content and interdisciplinary relationships are continually being reviewed and updated to reflect the flow of knowledge resulting from pure and applied research in both the educational and physical science realms. General Education requirements have been reduced from a minimum of 84 to a minimum of 72 quarter hours in order that students may enjoy more flexibility in their programs of study or concentrate more on their subject majors.

In the undergraduate program, Appalachian offers a Bachelor of Science in teaching degree in 23 areas of specialization and a Bachelor of Science non-teaching degree with majors and minors in five fields. Since 1966, a Bachelor of Arts non-teaching degree has been offered in the 19 majors with pre-professional programs offered in Dentistry, Engineering, Forestry, Law, Medicine, and Pharmacy.

The University's Graduate School awards the Master of Arts or the Master of Sciences degrees in a total of 27 different fields. Beyond this, the University provides a Sixth-Year Program for School Administrators and a Certificate of Advanced Study for persons who want to pursue their education past the fifth-year level.

Appalachian also is involved in offering off-campus and continuing education, and is engaged in several consortia and academic exchange programs.

Although Appalachian became a constituent member of the University of North Carolina in 1974, the University retains its multipurpose, regional service thrust.

For 1974-75, Appalachian had 509 total faculty, of which 401 were full-time. Almost 50 percent of the faculty hold the earned doctorate.

The student body has tripled in the past ten years. In 1974-75, enrollment was limited to a 4 percent increase. The total number of students was 9,400. In 1975-76 the total enrollment (over 5 percent increase) is 10,208. Almost one-third of the students are from low-income families.

CENTER FOR INSTRUCTIONAL DEVELOPMENT

The Center for Instructional Development at Appalachian State University was established July 1, 1975, and is headed by a Coordinator of Instructional Resources. The establishment of such a Center was originally proposed by a team of faculty members participating in a state-wide Institute for Undergraduate Curricular Reform during the summer of 1974. With the support of the Administration, a plan was developed which is patterned somewhat after that of the Center for Instructional Development at Syracuse University.

The Center for Instructional Development at Appalachian has responsibility for redesigning courses, programs, and academic procedures. One of the goals

of the Center is to initiate restructuring the curriculum to achieve individualized instruction. An individualized academic program as referred to here includes six elements: (1) flexible time frames, (2) remedial sequences and unit exemptions, (3) content options, (4) alternate forms and flexible times for evaluation, (5) a choice in locations, and (6) alternate forms of instruction. Since real academic change is the result of careful planning and hard work on the part of many, the Center, in essence, consists of a team of individuals trained to work with departments and groups of faculty members in implementing curricular redesign. The Center is intended to be supportive rather than directive of faculty efforts in the area of curricular redesign.

The basic components of the Center for Instructional Development are (1) development, (2) evaluation, and (3) media support services. Each of these components is an integral and necessary part of the developmental process. The development component addresses itself to such issues as potential project initiation, project selection, generation of ideas about content structure, and the production and field testing of a pilot project. The evaluation component is concerned with providing meaningful data (1) during the design phase of the developmental process (*e.g.*, student attitudes and abilities, faculty interest, community need, and university priority) and (2) during the field testing and revision phases relative to both the individual components and the overall course. The support services area consists of those elements necessary to produce the materials required in the academic redesign of a course (*viz.*, graphic arts, printing, and photography). The support services area must have the necessary audiovisual equipment in order to support projects being undertaken. It is also essential that there be a learning laboratory in which the courses and programs may be tested.

ORGANIZATION AND STAFF

Organizationally the Center is attached to Learning Resources and is headed by a Coordinator of Instructional Resources. Although several positions have not been filled, the proposed organization is shown on the accompanying chart.

ACTIVITIES

The Center is supporting forty instructional projects in varying stages of development and implementation. Twenty of these are Ford Venture Grant projects utilizing funds awarded to Appalachian State University in 1972 by the Ford Foundation.

A Project Review Board is appointed by the Vice Chancellor for Academic Affairs upon recommendation of the deans through the Coordinator of Instructional Resources. This group consists of one member from each college, the graduate school and Learning Resources.

The group meets monthly, September through May, when there are proposals to be considered. Proposals recommended for funding are sent through the Coordinator of Instructional Resources to the Vice Chancellor for Academic Affairs for final approval. The Review Board can also recommend modifications of proposals or projects in progress.

Project proposals are kept simple and are asked to cover six elements:

- What is to be done?
- How will it be evaluated?
- Letters of support and/or continuation of funding
- Why should it be done?
- Personnel involved
- Budget (credit with the Center)

Project proposals may be submitted to the Center at any time. No strict submission dates exist, and projects are considered at any time. If projects are approved, and budgeted funds are not available, the project is delayed and implemented in the next budgeting period. An alternative could be to implement certain aspects of a project while awaiting more complete funding at a later date. Projects are judged on the following criteria:

- Importance to the total University (faculty and students).
- Importance to the College from which the proposal came.
- The commitment of the Department or groups of Departments generating the proposal. Projects involving groups of faculty members would be given priority over projects submitted by individual faculty members.
- The totality of the undertaking as an instruction project. Complete instructional packages would take priority over simple equipment requests.

FUNDING

The Center for Instructional Development is financed by state funds. Approximately $30,000 in supply and equipment money is available for 1975-76. These funds are used for projects and general office operation. In addition to this, $25,000 in Ford Venture Grant funds are administered through the Center. Center personnel costs, of course, are not included in these figures. The Center operates totally on a project-management budgeting system.

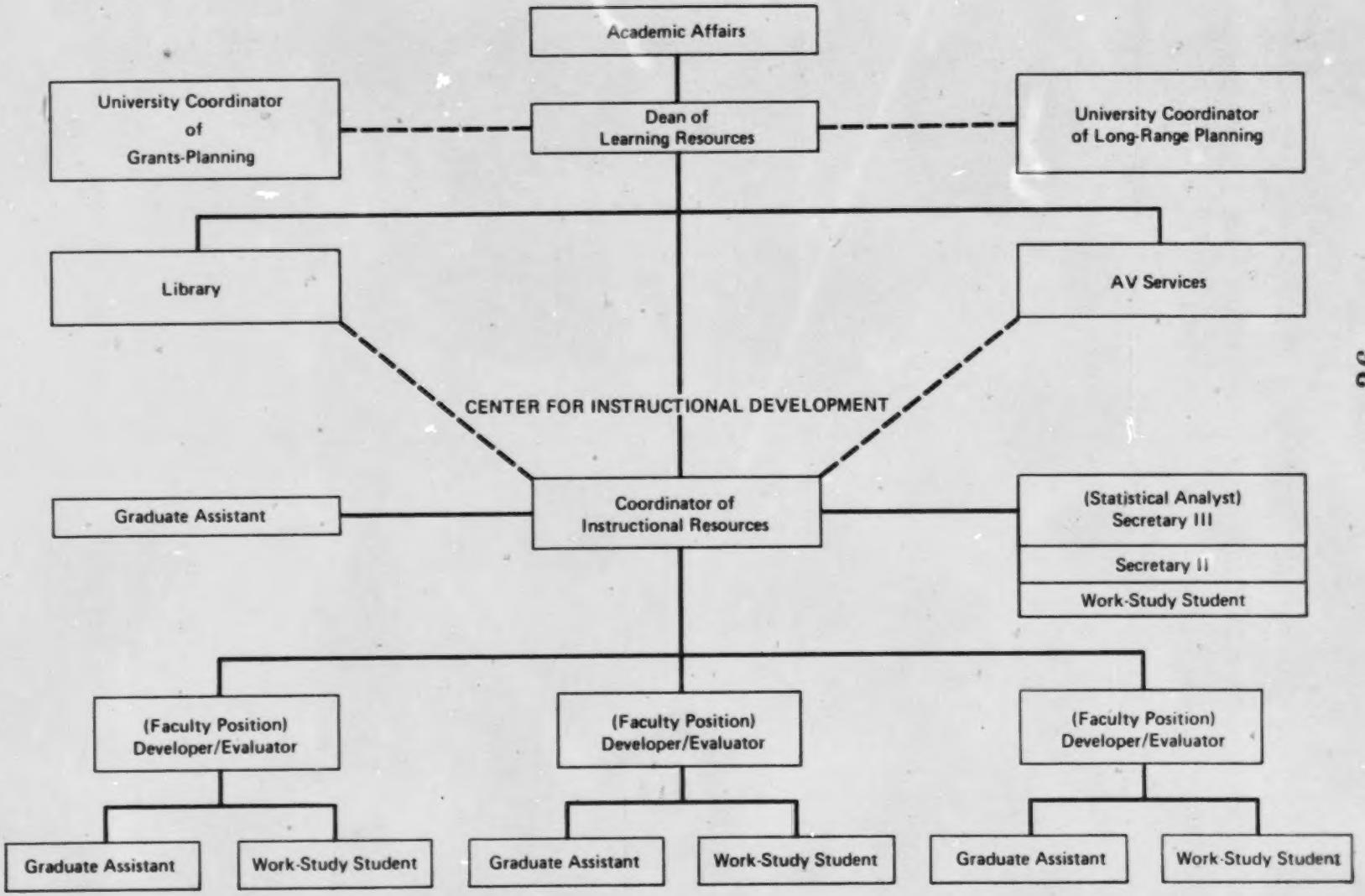
Although outside funds are being sought, the base of funding is state or "hard" money.

EVALUATION AND FUTURE

The Center uses a project-management budget system and accountability is established through an annual project status report which includes cost data. Clearly, the operation is under-funded and the support base must be improved.

Projects are evaluated individually. Evaluation is understood to be an integral part of any Center activity.

Organization Chart



CENTER FOR INSTRUCTIONAL SERVICE AND RESEARCH
MEMPHIS STATE UNIVERSITY

by C. Douglas Mayo, Director

THE INSTITUTION

Memphis State University is a state supported, urban university with an enrollment in excess of 22,000 students. It is one of two "comprehensive universities" supported by the state of Tennessee. The faculty of the university numbers 819, of which 778 are full-time members.

CENTER FOR INSTRUCTIONAL SERVICE AND RESEARCH

The present Center for Instructional Service and Research has been in existence only from July 1, 1975. It was established in response to a requirement for a closely coordinated cluster of services to promote better and more efficient instruction and to assist academic departments, and individual faculty members, in their efforts to achieve this end. Most of the functions which are coordinated and directed by the center had been carried out to a greater or lesser extent for several years by the university's Learning Media Center and the Center for Learning Research and Service. The new Center for Instructional Service and Research retained these centers, and at the present time is adding a third center, known as the Instructional Television Center. The overall mission and purpose of the Center for Instructional Service and Research is facilitation of learning throughout the university.

ORGANIZATION AND STAFF

The three sub-centers function as separate entities but are coordinated and directed by the director of the Center for Instructional Service and Research, who also serves as the head of the Center for Learning Research and Service. There is a common budget for the three sub-centers which is controlled by the Center for Instructional Service and Research. A total of 20 people are employed by the center; of these 7 are full-time and 13 are part-time workers. Five are professional level, the remainder being graduate students, undergraduate students, and individuals whose duties are technical or clerical. This amounts to approximately 12.5 full-time-equivalent employees. The educational background and talents of the center staff vary; most are from the disciplines of psychology and education, although some are from engineering and art. All staff members are paid by the Center for Instructional Service and Research, although two of the part-time workers also work for other departments.

There is an advisory board which is representative of the various colleges and groups of departments of the university. The primary function of the advisory board is two-way communication between the center and the faculty of the university. The advisory board members provide information concerning the needs of the faculty members in their areas of the university, how well these needs are being met, and suggestions for improving service to them. In similar fashion, advisory board members become familiar with services the center can provide and assist in dissemination of this information to other faculty members in their areas. The director of the Center for Instructional Service and Research is directly responsible to the Vice President for Academic Affairs. To give close attention and support to the center, the Vice President has designated his Assistant Vice President for Academic Affairs (Academic Programs) as a primary point of contact for his office. There is a close and constructive working relationship between the Director and the Assistant Vice President.

ACTIVITIES

The "operating philosophy" of the center is strongly oriented toward the support of instruction, which is implemented primarily by means of service to the faculty. The center schedules relatively few events on a regular basis. These are restricted largely to a workshop for graduate teaching assistants at the beginning of each school year, meetings of key center personnel on a weekly basis, and meetings of the advisory council on a monthly basis. The activities of the center are described below under the headings of the three sub-centers that accomplish them.

Center for Learning Research and Service

Instructional Development

One of the primary means of facilitating learning is through improved design or redesign of courses. Consulting service on this topic is available to faculty

members who desire it, together with the resources necessary to accomplish the graphic art work that normally is required at certain stages in the development of courses. The graphics shop has capability for preparing art work which is suited to conversion into 35mm slides, overhead projector transparencies, filmstrips, video-tapes, and to other educational technology equipment.

Dissemination of Information

There are several means by which information concerning facilitation of learning is disseminated to the faculty. One of these means is conducting workshops, such as the annual campus-wide workshop for newly appointed graduate teaching assistants and workshops concerning innovative teaching procedures and the use of educational technology equipment. Another is preparation of digests of monographs prepared by centers for learning research and service at other universities. At the present time such digests are being prepared and tried out on a random sample of the Memphis State Unviersity faculty. It has been determined that a representative sample of the faculty is able to provide useful information as to how the digests may be improved.

A new facility that has been added in the area of dissemination of information is a seminar and reading room of the Center for Learning Research and Service. This room is equipped with carefully selected publications concerning various areas that are appropriate to the overall objective of the center, namely, facilitation of learning and improvement of instruction.

Evaluation of Experimental Programs

The Center for Learning Research and Service is experienced in design and implementation of evaluation plans for experimental instructional programs. An example is the center's current participation in the assessment of a project being conducted by the Department of Mathematical Sciences. The project involves use of a group-discovery method in two courses in preparatory mathematics. In a similar vein, the center seeks joint projects with academic departments of the university, which in some cases involve external sources of funding. An example of this is the Teaching Information Processing System (TIPS) project which is funded, in part, by an educational foundation. This project combines computer managed instruction procedures with the large lecture session approach to instruction. The project is being undertaken jointly with the Department of Economics.

Seed Grants to Facilitate Learning

A program of small grants to facilitate learning is now in its second year, and there is convincing evidence that faculty members are very desirous of doing innovative things to improve instruction when some minimal support in the form of released time, equipment, student assistants, supplies, or clerical assistance is made available to them. Resources are available to support some 10 or 12 projects that are designed by faculty members and submitted on a competitive basis in the spring of each year for implementation during the following fiscal year. The projects from the 1974-75 fiscal year have now been completed and a monograph which consists primarily of the reports on each of the projects is being readied for publication and distribution to faculty members and others.

Use of Video Tape in Instructional Improvement

A project is being undertaken by the Center for Learning Research and Service which enables faculty members to utilize video-tapes of their teaching to assist them in maximizing their strong points and correcting any deficiencies that they may observe in their teaching. It is possible for faculty members to participate in this program in a very minimal and limited way, or to follow a systematic approach to improvement of instruction over a period of time with the assistance of colleagues experienced in the field. The program was initiated by means of a workshop that provided enough information for faculty members to have a good understanding of what was involved and enable them to determine whether the program would be helpful to them.

Experimental Classroom

This is a new addition to the facilities that are available for faculty use. The experimental classroom is being equipped with modern audio-visual devices including portable video cameras and video cassette playback units. Equipment will include a "conference" telephone, which will permit faculty members to contact prominent individuals in their field and make the expertise of these individuals available to students who may pose questions directly to them by means of portable microphones. The experimental classroom will be equipped with a computer terminal configuration which may be used in various instructional applications, including computer managed instruction and computer assisted instruction. The terminal also may be used to access the central computing system for delayed processing of student inputs when such access is not available from other classrooms around the campus. Several smaller innovations and equipment items will also be available, and larger items will be added as rapidly as feasible. The experimental classroom, together with assistance in the use of the equipment, may be reserved by faculty members for varying periods of time ranging from one hour per semester to regular class meetings of three times per week for a semester. The primary purpose of the experimental classroom is to encourage innovation in instruction without the cost and problems that normally accompany acquiring educational technology equipment for experimental purposes.

Practicum in Applied Human Learning

The activities that are being undertaken in the Center for Learning Research and Service offer a fertile field for students from any discipline who are

interested in instruction in higher education to learn by participation in the various services and projects. For this reason, a practicum that includes participation in the activities of the center is offered for graduate students from any department of the university.

Learning Media Center

Film and Cassette Dissemination Service

The Learning Media Center acquires and disseminates to faculty members motion picture films, filmstrips, transparencies, slides, cassettes, charts, and other media of an essentially non-print variety for instructional purposes. Each year additional media items are acquired in accordance with criteria which place special emphasis on the suitability of the media item for instruction and the advantage that a particular form of media has over other forms, including printed material. Faculty members play a central role in identifying media items that are especially suited to the courses they teach. Faculty members may also ask the Learning Media Center to order specific media items for their review prior to purchase, or may ask the Learning Media Center to identify items that would be especially useful in accomplishing one or more of the objectives of the courses the faculty members are teaching.

Media Equipment Loan

Equipment available for instructional use throughout the university includes motion picture film projectors, slide projectors, overhead projectors, filmstrip viewers and projectors, audio cassette recorder/playback units, and portable video equipment, including cameras and video-tape playback units.

Individualized Learning Services

The Learning Media Center has available seating space for approximately 100 people at carrels which have various media items available for use by students and faculty. Faculty members may tape their lectures, develop supplementary instructional material in audio-visual format and deposit it with the Learning Media Center, or assign commercially developed audio-visual materials for use by their students.

Equipment Maintenance

Equipment held by the Learning Media Center is either maintained by the center or arrangements are made with university maintenance service to keep it in good operating condition. The Learning Media Center also assists academic departments in the maintenance of their instructional equipment. The same is true concerning the center's motion picture film, which is cleaned, inspected, and repaired as necessary each time it is used. This service is available also to academic departments of the university that have purchased films from departmental funds.

Production of Audio-Visual Materials

The Learning Media Center has equipment available for recording audio cassettes and excellent equipment for high speed duplication of these cassettes. Transparencies of several degrees of complexity and quality also can be made with equipment available in the Learning Media Center. The Learning Media Center is equipped substantially better for audio-visual production this year than it has been in the past.

Faculty members who prefer to prepare their own visual materials will find such equipment as primary typewriters, mechanical lettering devices, dry mounting presses, transparency makers, and ditto equipment available to them. When more difficult graphics or art work is needed, the graphics shop of the Center for Instructional Service and Research may be called upon. This latter service was described in the section titled, "Instructional Development."

Instructional Television Center

The instructional television studio is a new facility on the Memphis State University campus. Heretofore, it has been necessary to get along with portable video equipment, and to use the facilities of the public service television station or commercial television stations when they could be made available for instructional purposes. The instructional television studio is available for use in connection with the course offerings of various departments (for example, TV production classes in the Department of Speech and Drama) and in development of instructional materials in the video mode by other departments of the university. All of the uses and capabilities of the instructional television studio probably have not been identified fully at this time. For example, if and when cable television becomes a reality throughout the city of Memphis, it is probable that Memphis State will become a prime producer of educational programming. In the meantime, there are numerous uses centering around production of videotapes of instructional material as well as live instructional presentations.

FUNDING

Nearly all of the funds assigned to the Center for Instructional Service and Research come from the regular operating budget of the university. There are relatively small amounts of "soft" money which come from federal grants and from grants from educational foundations, but these sources are not relied upon to carry out the central functions of the center. Several months prior to the beginning of the university fiscal year, the center, along with other units of the university, submits a budget including all categories of costs which will be required to support the center during the following fiscal year. The total amount of this budget for the present fiscal year was approximately $114,169. It should

be noted that a special appropriation had been made available to the university for capital improvements in the area in which the center functions. These funds, in the amount of $250,000, are being used during the present calendar year for purposes of preparation of spaces and for equipment, including the instructional television studio. This, of course, is "one time funding." The operating budget mentioned above is a better indication of the sustaining level of support.

EVALUATION AND FUTURE

Statistics concerning utilization of services offered by the center are retained, but no formal evaluation has been conducted to date. The statistical data indicate that faculty members from nearly all departments of the university are utilizing the center; however, in terms of a proportion of the total faculty, the number utilizing the center at the present time is relatively small. One of the objectives of the center for the future is to insure that virtually all faculty members are thoroughly conversant with the services that are available, and to provide these services in such a way that faculty members will make appropriate use of them. We know from personal contact with faculty members who make frequent and extensive use of the facilities of the center that they are very favorably inclined toward the assistance they are receiving. Our plans for the future include enlarging this nucleus of satisfied customers and extending our services in directions that faculty members are finding most helpful to their efforts to institute innovations and improvements in instruction.

LEARNING RESEARCH CENTER
UNIVERSITY OF TENNESSEE-KNOXVILLE

by Ohmer Milton, Director

THE INSTITUTION

The Learning Research Center of The University of Tennessee, Knoxville, serves a faculty of around 1,600, who in turn shepherd approximately 23,000 undergraduates and 7,000 graduate students. Degree programs include some 300 fields of study offered in 16 colleges and schools. Upper division and graduate study is emphasized with master's level work being provided in over 100 fields of knowledge and doctoral work in over 50. Diversity and variety of teaching/learning activities are the rule, not the exception.

LEARNING RESEARCH CENTER

Shortly after the 1961-62 Accreditation Self-Study was completed, and as a result of recommendations made by several of the Self-Study committees, the President of the University created the Standing Council on the Improvement of Teaching and Learning with this charge:

> Because of the importance of maximizing the use of resources currently available for the improvement of learning, together with the continuing need for exploring new and better methods of teaching to accommodate pressing future needs, I should like to ask this committee to serve as an advisory council on a permanent basis.

By the winter of 1965, it was clear to the dozen members of the Council—faculty members and administrators—that they could not devote sufficient time to implementing the charge. Moreover, as is so often the case, there was no budget. As a consequence of its frustrations, the Council recommended to the Vice President for Academic Affairs that it be replaced with a special office. Accordingly, the Learning Research Center came into being in September, 1965, with the mission of stimulating and encouraging the faculty to improve teaching/learning arrangements.

ORGANIZATION AND STAFF

The Director, a Professor of Psychology who had been a member of the Standing Council, originally reported to the Vice President for Academic Affairs. When the University became part of a system in 1969, the Director began to report, and continues to do so, to the Vice Chancellor for Academic Affairs. The only other full-time staff member has been an Editorial Assistant. She has had extensive business experience and is an accomplished writer. For the past four years, two part-time undergraduate students have been utilized. These are selected on the basis of their interest in faculty evaluation and their ability to learn the rudiments of the computer.

ACTIVITIES

Several operating philosophies have guided the activities of the Center; these include:

- no empire-building—this is usually anathema to faculties;
- teaching techniques are not too important—as Lawrence Siegel of Louisiana State University puts it: "Prescriptions for 'how to teach effectively' are about as outdated as leeching;"
- certain aspects of the higher education bureaucracy are powerful forces in the lives of students—these must be examined as they influence teaching/learning;
- research can guide us out of the thicket of dogma surrounding the sanctity of traditional instructional approaches;
- there is respect for the faculty ethos of autonomy and independence—persuasion is the only tactic employed; and
- there must be continuing search for new questions about teaching/learning rather than reliance upon inherited ones.

As might be expected, emphases upon programs and features have varied over the years but a continuous one has been that of informing the faculty periodically of problems and issues in instruction which cut across disciplines and fields. The major route for this has been a quarterly publication – *Teaching-Learning Issues*. Each of these is research-based and the opinions of the authors are minimized; most are written by the Director of the Center with occasional ones being prepared by guests. Some of the more popular numbers include:

"Accent on Learning: PSI or the Keller Plan," Spring, 1974.

"The Courts and Academic Practices," Fall, 1973.

"College Impacts," Fall, 1972.

"Autonomous College Entrance Requirements: Time Spent," Fall, 1971.

"Evaluating Instruction: Learning/Perceptions," Spring, 1971.

"Patris Potestastes," Spring, 1970.

"Grades and Grading," Fall, 1966.

Approximately 4,000 copies of *Teaching-Learning Issues* are distributed locally and, in addition, without any solicitation, copies go to individuals in 140 colleges in the United States and 10 foreign countries and to 35 different organizations, such as the Southern Regional Education Board and the Ford Foundation. This wide distribution is mentioned because many institutional practices tend to be locked together and absence of change in one is often a function of the rigid network.

A second information route has been that of distributing quality pieces from the literature of higher education two or three times per year. Recent selections have included:

"The Trouble With Grading Is . . . ," William V. Mayville, *Research Currents*, October, 1975.

"Testing for Competence Rather than for 'Intelligence'," Da.id C. McClelland, *American Psychologist*, January, 1973.

"Evaluation of Teaching," Stanford C. Ericksen and James A. Kulik, *Memo to the Faculty*, No. 53, February, 1974, Center for Research on Learning and Teaching, University of Michigan.

"The Good Man," Jerry Richard, *Change*, October, 1971.

"The Public Challange to the Colleges," Alex Sherriffs, *The Research Reporter*, VI(3), 1971.

We have found that restraint must be exercised–while there is a wealth of worthy articles, if too many are distributed, their fate is the wastebasket.

Until recently, a third activity was a program which came to be called Mini-Mini Grants. A *very* small sum of money was provided a faculty member for the exploration of teaching/learning ideas. The essential requirement was that there be some kind of measurement and evaluation for the project. The rationale for this program was three-fold: 1) participating faculty members were more likely to pay attention to "research" which they had conducted than to that of educational research specialists, 2) perhaps personal involvement might begin to minimize some of the dogma about traditional instructional approaches, and 3) sound disciplinary evidence is sought, so why not sound evidence for teaching/learning endeavors?

The Mini-Mini Grant program was well received over a period of five or six years–during which time around $50,000 was invested in it. With each grant being in the neighborhood of $200, this meant that 250 faculty members conducted small-scale projects. The quality and significance of the studies varied considerably and many faculty had genuine difficulty in comprehending the evaluation requirement, believing their own observations of results to be sufficient. As an example, a very sophisticated and renowned scientist, in submitting an application for funds, stated: "It will be easy to tease out the cause/effect relationships to learning."

In some instances, the projects resulted in substantial changes. For example, a computer simulation program in animal breeding was so successful in adding to learning (as demonstrated on tests) that it became part of the course. In another field the results of a study were so disastrous that the entire department began to discuss actively teaching/learning problems both formally and informally and other research projects in "teaching methods" were instituted. Interest began to wane in the Mini-Mini Grant Program about a year ago and the program was eliminated.

A particular problem on large campuses is that of scheduling special educational events during the day. People are so busy, it is difficult to find a time when more than two can get together. At any rate, special luncheon meetings are held two or three times per year for discussions of significant concerns. The most recent one focused on "Value Considerations in the Curriculum." It is hoped that concern about values can be a way of unifying this desperate institution. Each meeting is attended by between 200 and 400 faculty and staff.

Special seminars which are held regularly for graduate students, representing a variety of disciplines, have resulted in at least two dissertations investigating selected aspects of teaching/learning. The Director is also available on a one-to-one basis to talk with students about their ideas for improving teaching/learning arrangements for undergraduates and advising them on research design and im-

plementation for studies they wish to conduct. Similar consulting services are made available for faculty seeking assistance in educational research design.

Other activities of the Center have included an annual program for new faculty. It was designed not only to acquaint them with the University but also to demonstrate concern by the University about improving teaching/learning endeavors. This program has now been replaced with a similar one for Graduate Teaching Assistants. Plans for more extensive work with this group are now being developed.

Largely at the insistence of students, the Center provides questionnaires for faculty evaluation. Thier use is entirely voluntary and the results go solely to the faculty member. Several forms are provided because of the almost overwhelming diversity and variety of teaching/learning activities—a single form for all instruction would be a disastrous mistake.

In the past three years, two books have been produced by the Director dealing with problems in undergraduate teaching/learning.

FUNDING

For funding purposes, the Center is treated as an academic department; that is, a budget is prepared by the Director which is then submitted for review and implementation through regular channels. There has been *no* reliance upon "soft" money or outside funding. This has meant that long-range planning is possible and that the Center's existence and activities are controlled by the institution rather than by the whims of outsiders. As already implied, the budget has been kept small—operating funds, with the exception of salaries, have varied between $12,000 and $20,000 annually.

EVALUATION AND FUTURE

Evaluation of the work of the Learning Research Center is especially taxing, particularly if cause-effect relationships are sought. The determinants of changes in practices in a university which occur over a span of years are all but impossible to isolate. Nevertheless, a formal evaluation was conducted by a committee during the 1971 Self-Study. It was found that 50 percent of the faculty and 10 percent of the students believed that the Center had helped improve the teaching-learning process. The Committee was disturbed upon finding that an earlier recommendation to add a test specialist to the staff had been ignored (the Director had made efforts to do so). The Committee's discomfort was exacerbated by its questionnaire finding that one of every three faculty members and two of every three students believed that grading practices were not fair. In the meantime, the Director has reached the conclusion that testing is *the* teaching method which makes a difference in student learning. Other approaches to improving testing are being devised currently.

FACULTY DEVELOPMENT RESOURCE CENTER
UNIVERSITY OF TEXAS AT ARLINGTON

by Mary Lynn Crow, Director

THE INSTITUTION

The University of Texas at Arlington (UTA) is strategically located in the center of the Dallas/Fort Worth metroplex, an area of over 2½ million people. It is one of seventeen component institutions in the University of Texas system, one of the largest state university systems in the country. It has the second largest enrollment in the UT system—about 16,500 students. UTA's faculty includes over 900 teachers—including full-time professors, adjuncts, and graduate teaching assistants.

Graduate degrees are offered in the areas of Architecture and Environmental Design, Business Administration, Engineering, Liberal Arts, Science, Social Work, and Urban Affairs. Thirteen fields have Ph.D. programs.

THE FACULTY DEVELOPMENT RESOURCE CENTER

In the early 1970's UTA's president, responding to a system mandate, appointed a Teaching Effectiveness Committee and charged it with the responsibility of improving the quality of instruction on the campus. The Committee's first major effort was to attempt to evaluate the teaching process through a student opinionnaire. All teachers were required to participate. Although many teachers responded positively, a very vocal group protested loudly. Part of the aftereffects of the mandated student evaluation of faculty was that the Teaching Effectiveness Committee began to revise the instrument, some of the Committee members began to discuss a type of in-service program, and a few faculty members complained to the Vice President for Academic Affairs that a required evaluation without recourse to some sort of aid was unfair. During this time one of the Committee members suggested to the Academic VP that instructional assistance was possible if the university would support that type of program. The Vice President, in an attempt to deal with the apparent validity of the request for help by the handful of faculty members, asked this Committee member from the field of Educational Psychology (who is now the Center Director) if she would be willing to teach a reduced class load for one year and during that time prepare a report on what could be done to help university teachers. At that time the Center Director did not know of other such ventures and virtually felt she had been asked to discover the wheel. She drafted a rough first year's budget which, after being pared down, has proved to be the budget for each year thereafter. A group of teachers and the Director decided on the Center's name—deliberately avoiding the term "teaching effectiveness" so as to avoid association with the Teaching Effectiveness Committee whose purpose had become to revise and make recommendations regarding the university-wide Student Faculty Evaluation.

Upon accepting the assignment, the Director's only stipulation was that her work be clearly separate from the Teaching Effectiveness Committee and from any evaluation efforts. The stated purpose of the new Center was to enhance the instructional effectiveness of all UTA teachers. It was originally designed as a voluntary service and resource center for regular faculty members and for graduate teaching assistants. It was placed in the Office of the Vice President for Academic Affairs, and for its first year the Director was appointed on a half-time basis. The Center was therefore established by administrative decision based upon some specific individual teachers' requests. Its establishment was first announced to the UTA faculty at the 1973 annual spring faculty meeting.

The Director's first task was attempting to find out if any other universities were doing things in this area. Phone calls and letters went out to colleagues around the country. The handful of similar centers located (Cornell, University of Michigan) were eager to offer advice and to exchange letters and information. The Center's first activity was designed to get faculty input on its functions and priorities. A weekend planning retreat was held for faculty delegates representing every academic department on campus plus representatives from the library, student life, and central administration. Between the presentations of leading educators (brought in to provide stimulation), the workshop delegates spent many hours in small groups addressing themselves to the following questions:

- What specific obstacles stand between us and more effective teaching?

What general stumbling blocks need to be removed before we, as UTA faculty members, can become better teachers?

What specifically should be done to help the teachers on our campus do a better job of teaching?

From what source should this help come?

In what form should this help be?

What would you like to see done by the new Faculty Development Resource Center—both generally and specifically?

The UT System Chancellor and the UTA President were among those present at the planning workshop to encourage the new Center and to assure the delegates of their support for efforts designed to improve teaching effectiveness. The final outcome of the delegates' deliberations was a report defining the posture the new Center should assume on the UTA campus. The activities, services, and areas of influence and responsibility advocated by this group of delegates *still* constitute the role of the Center.

One of their first recommendations was that an Advisory Board, representative of the entire faculty, be selected to advise the Director and to continue to provide faculty input. An *ad hoc* faculty committee met and elected an eleven-member board to serve staggered two-year terms. Each year, therefore, the Board would consist partly of new members and partly of experienced ones. To insure representation, all the colleges, schools, and institutes are included, and each year the Board itself elects the new persons to be invited to serve. Members serve primarily to advise the Director on policies and priorities and to keep the Director aware of the needs and concerns of the faculty. Although formal meetings were routine the first couple of years, informal discussions and telephone calls are now the primary mode of communication. Members suggest the names of presenters, contribute ideas for *Insight*, the Center's newsletter, and encourage their colleagues to participate in Center actitivities.

The original purpose was the improvement of instructional effectiveness. Since that time, however, the purpose has expanded and broadened considerably. Today the term "faculty development" in the broadest connotation would more aptly describe the Center's mission. Whatever is helpful or growth-producing to academic faculty (teachers and administrators) is included. Whatever enhances the academic environment and thus facilitates student learning is included. The expanded sense of purpose, of course, does not necessarily imply more services (because neither staff nor dollars have increased) but, rather, a greater heterogeneity of services along a broader spectrum.

ORGANIZATION AND STAFF

The Center Director reports to the Vice President for Academic Affairs, and the Center is funded from monies budgeted for departmental operations. The Center is physically located in the administration building and includes a large resource area (called the "Living Room"), the Director's office, and the secretary's office. The Living Room is attractively decorated, and the majority of the Center's small meetings and seminars are held there. It also serves as the resource room or mini-library and houses books and periodicals on postsecondary instruction.

The Center's Director, who also holds a tenured appointment as Associate Professor in the Education Department, is still the only professional staff member. She currently devotes three-quarters of her time to the Center. There is a full-time secretary who does as much administrative assistance as she does clerical work. The secretary (who was selected for her office skills and for her ability to work well with people) is assisted by one or two work-study students who put in 18 to 38 hours per week depending upon the need and the budget. Staff members also operate duplication equipment which enables the Center to design and print many of its own publicity pieces.

The Director's Ph.D. is in the areas of educational and counseling psychology. Her experience includes public school teaching and counseling, educational television, university level teaching, and private practice as a psychologist. She also has had special training in the areas of speech and group dynamics.

UTA has a Media Center which is located in and reports to the Library. From the beginning, however, the two Centers have had a close, cooperative working relationship, occasionally planning activities together and serving as support services for each other. Both Centers promote the services of the other and refer faculty members as needed.

ACTIVITIES

The Center offers four direct services to faculty members and graduate teaching assistants:

The Informational Service

This service involves the provision of a faculty resource room and mini-library which houses books, bound and current periodicals, catalogs, newsletters, monographs, and article reprints dealing with postsecondary instructional improvement and issues related to faculty development. These are available for checkout or room use. Articles or portions of books are duplicated for teachers upon request.

The Informational Service also involves the publication of a quarterly news-

letter, *Insight to Teaching Excellence,* designed for its target readers—UTA teachers and distributed internationally to other universities. Its purpose is to keep faculty members abreast of what is new both off and on campus. Research studies and theoretical and applied articles are reprinted in their entirety or abstracted from new periodicals. Books are reviewed, and innovative ideas from other campuses are covered. An additional part of the Informational Service is the distribution of journal articles to faculty members. In its first year of operation, for example, the Center distributed 4,273 copies of articles. Part of the Informational Service also involves the purchase of multiple copies of Wilbert J. McKeachie's *Teaching Tips: A Guidebook for the Beginning College Teacher* (D. C. Heath & Co., 1969) and the American Council on Education's publication, *The Graduate Student as Teacher* (1968) for checkout to all beginning teachers and graduate teaching assistants.

The Center has written letters to the innovators listed in Change Magazine's publication, *The Yellow Pages of Undergraduate Innovation* (1974), cataloged their innovations according to discipline and made this information available to the appropriate academic departments. Additionally, all of the books and journals have been indexed by disciplines and converted into topical bibliographies of teaching fields represented on the UTA campus so that when teachers come by to browse, specific materials can be brought to their attention. Another part of the Informational Service is to assist teachers who wish either to obtain grant monies or to get articles published which relate to their teaching activities. The Center provides these teachers with assistance regarding the educational or pedagogical parts of their proposal and with information on funding agencies that might accept such proposals.

The Consultation Service

A confidential service offered to all UTA teachers and GTA's is personal consultation. Teachers come for assistance in planning a new course, adding innovative methodology to an old course, designing evaluation techniques, or just for the general improvement of their teaching. Often the Director is asked to visit a teacher's class and to provide the teacher with personal feedback. Goals are jointly established, the teacher's class is sometimes video-taped, and the Director and teacher then critique the tapes. Sometimes "pre" and "post" tapes are made and compared.

Preservice Education

This service is provided once or twice a year for all new administrators, faculty members, and graduate teaching assistants. The programs include 30 to 40 hours of preparation, and between 80 to 150 persons participate. Each participant is asked to read the McKeachie paperback as a text. Graduate advisors may attend with their own GTA's and follow up the general training provided by the Center with specific training within the department on teaching that particular discipline.

In addition to the presentations on teaching, the Preservice program also includes a program of orientation to UTA, its staff, facilities, policies, activities, and services. This year, as a direct outgrowth of the orientation program, the Center is compiling and producing UTA's first faculty handbook which will be given to each new faculty member.

In-service Education

This is the Center's most widely used service. The seminars, short courses, workshops, and off-campus retreats have been attended by as few as 25 or as many as 250 teachers. Twenty-seven such activities were held during the Center's first nine months of operation. Currently activities are available at least once or twice a month. Seminars have dealt with these topics: CAI, simulation and gaming, group interaction techniques, PSI, learning theory, reducing test anxiety, the inquiry approach, team teaching, motivation, interpersonal skills, preparing instructional objectives, discovery learning, psychomotor learning, evaluation of instruction, and educational technology. Guest speakers, microteaching laboratories, book reviews, open forum discussions, dialogues, panels, and media presentations have been included. Although these activities have been held in a variety of locations, small meetings are frequently held in the Center's Living Room. Leaders and presenters have come from as far away as Indiana, Illinois, Michigan, New York, Ohio and Utah, but the majority of them have come from Texas universities or from our own campus. This last option affords our faculty a chance to share their own areas of expertise at no extra cost to the Center and offers the psychological advantage of helping UTA teachers develop a good self-image. Finally, the Center's Director seeks out opportunities to trade off with other Center directors the task of leading workshops and addressing groups of teachers at no cost (other than travel expenses) to either participating school.

In-service Education also has taken the form of funding provided by the Center for teachers to attend training courses, conferences, and seminars.

The annual fall faculty workshop is a highlight. Delegates from each department on campus spend a three-day weekend together at a retreat location. Outstanding educators from across the nation address the group, and mini-workshops are held which encourage involvement and interaction. Although the live-in delegates number no more than sixty, all UTA faculty members, administrators, and GTA's are invited to attend the general sessions, so there is maximum exposure to the invited presenters. The after-hours socialization between teachers from different departments and colleges who would not otherwise have much or any contact with one another apparently facilitates professional as well

as social interaction upon return to the campus and has become a valuable side effect.

Faculty evaluation and faculty development are separate functions. The annual student evaluation survey is no longer required. Beginning this year each academic department is responsible for formulating and implementing its own evaluation policy. The Center provides consultation to assist the departments and colleges in this endeavor. As the Faculty Development Resource Center is entirely voluntary, and because it is a one person operation, it has been our policy to keep the two functions (evaluation and development) separate so that teachers will not feel they are being helped by the same office or body that is evaluating them.

FUNDING

UTA's Center has operated solely on university funds since its inception. Although grants have been sought, they have not been awarded to date. No formula is involved in determining the Center's budget. In addition to salaries, the Center has operated, since it opened, on from $6,000 to $8,000 annually. This figure includes maintenance and operations, travel, and capital outlay.

EVALUATION AND FUTURE

Evaluation efforts have included detailed attendance and participation records for individuals, departments, and colleges; pre- and post-instruments for teachers coming for consultation; and the utilization of various types of questionnaires for workshop, seminar, and retreat participants. While the attendance and participation records have served to provide an accurate record of the degree of acceptance of Center functions by the faculty, this process has not measured potential benefit to them. The questionnaires have been more indicative than conclusive, as they reflect only the attendee's subjective response state. The most valid evaluations have been those pre- and post-measures jointly decided upon by the Director and faculty member when those two have been involved in a process designed to assist the latter to improve as a teacher. These instruments, however, are not very helpful in promoting the Center's effectiveness in that they have been and will continue to be confidential.

It may be interesting to note that the attendance records in the Center's first year of operation (by academic departments) revealed a range of a high of 86 percent to a low of 11 percent. Mean participation for the entire campus was 44 percent. This percentage included only attendance at in-service activities and did not include faculty members who used the resource area or who came for consultation.

The Director's personal assessment of the Center's effect at UTA is that there is more interest in the teaching role now than there was when the Center opened. Attitudes have changed slowly, but today even many of the campus "scholars" can admit that both teaching and publishing can reflect a scholarly orientation. Rather than being a weak second place, teaching is becoming a companion role to the research/publication role.

The other noteworthy change is the number of visable methods of teaching, other than the lecture, now being utlized on the campus. Today it is virtually impossible, on any given day, to examine UTA's classrooms across the campus without seeing in operation Keller's PSI, Kelly's TIPS, CAI, language laboratories, simulation and gaming, team teaching, media utilization, and many varieties of group interaction and discussion processes. Further, the individual teachers who have embraced new techniques and styles are writing about their experiences, publishing these accounts, and presenting papers at conferences and professional associations. Each one of these persons touches others within his own discipline, and the enthusiasm and innovation continue to grow. The Center, it seems, has had its greatest effects as a changer of attitudes and as a catalyst for constructive instructional change.

The Center's future is certainly not assured. So long as there are faculty members who are benefiting from it, and money in the budget to support it, it will continue to exist. Within the year it will occupy a new facility designed by the Center staff. The Center will no longer be housed in the administration building but on the ground floor of the Library adjacent to the Media Center. The Center's Advisory Board sees attaining a more central geographical location on campus and moving away from the administrative complex of offices as distinct advantages to future growth of the Center.

CENTER FOR TEACHING EFFECTIVENESS
UNIVERSITY OF TEXAS AT AUSTIN

by James E. Stice, Director

THE INSTITUTION

The University of Texas at Austin is part of the University of Texas System, a public university supported by the State of Texas. The September 1975 enrollment was 42,598 undergraduate and graduate students, and the faculty numbers approximately 1800 individuals, which corresponds to 1644 full-time-equivalent (FTE) faculty members. In addition to these faculty members with ranks ranging from instructor through full professor, there are 1340 assistant instructors and teaching assistants with various part-time assignments, corresponding to approximately 410 FTE persons. The 1975-76 budget for the University of Texas at Austin is $106,666,000 which includes the operation of various off-campus facilities such as the Marine Science Institute of Port Aransas, the MacDonald Observatory in the David Mountains of West Texas, and so forth. The central campus in Austin comprises some 315 acres.

THE CENTER FOR TEACHING EFFECTIVENESS

In September of 1972, in response to Faculty Senate interest in the improvement of teaching effectiveness, a Senate Committee composed of five senior faculty members was appointed to investigate the matter. After seven months of investigation, discussions with other faculty members and deliberation, the Committee presented its report to the Faculty Senate, which recommended the establishment of a Center for Teaching Effectiveness. This report was accepted by the members of the Senate without dissent, and in April of 1973 the report was brought before the University Council. The Council forwarded the report to the President with a recommendation that a Center for Teaching Effectiveness be established. The President approached the Board of Regents with this proposition in the summer of 1973, they approved it, and the Center began operations in September, 1973.

The broad mission of the Center for Teaching Effectiveness is to provide assistance to the teaching faculty in making teaching/learning more effective on this campus. The Faculty Senate Committee which initially proposed the formation of the Center stated that the focus should be on support for faculty members, although the Center has since become involved also with a number of teaching assistants, many of whom teach regular classes, particularly in the foreign languages and English composition and literature. The Committee also intended that the Center should work primarily with faculty members who were trying to improve undergraduate courses, and this has turned out to be the case.

During the first semester of its existence, the Center's Advisory Board decided upon the following program activities as a set of short-term (five year) goals, listed in descending order of priority:

1. Courses in college teaching for faculty members;
2. (Tie) Courses in college teaching for graduate Teaching Assistants;
2. Consulting service for faculty members;
4. Referral service; (This is an attempt to obtain answers to questions on educational matters. If we don't know the answer we will obtain it and call back, instead of passing the buck to someone else.)
5. Periodic workshops for faculty members (and later, teaching assistants) on a variety of topics related to teaching improvement;
6. A detailed examination of general-purpose classrooms to determine their suitability and the type of equipment they contain. After the survey is completed, sub-standard classrooms can be upgraded and a set of guidelines can be drawn up specifying minimum standards for existing classrooms and for any new classrooms to be constructed in future. These guidelines would include such things as classroom equipment, acoustics, lighting, etc.

ORGANIZATION AND STAFF

The Center for Teaching Effectiveness currently is composed of a director, an assistant director, a secretary, two consultants, and two student helpers. The

Center is not connected to any of the Colleges, and the director reports to the Vice President and Provost.

The current members of the Center's staff are:

- The Director, Ph.D. in Chemical Engineering, devotes three-fourths time to the Center and one-fourth time to the Department of Chemical Engineering, where he is a full professor. Twenty years experience in college teaching, long-time interest in improvement of teaching, experience in computer-assisted instruction, self-paced instruction (PSI or Keller Plan), previously was Director for five years of the Bureau of Engineering Teaching of the University's College of Engineering.
- The Assistant Director, Ph.D. in Experimental Psychology, devotes half-time to the Center, and the other half-time to research in psychology. Seven years experience in college teaching, served two years as research associate on Project C-BE, a large research project on computer-based education at the University of Texas. Became interested in teaching improvement while helping to design experimental courses as a graduate student.
- Administrative Secretary, 12 years experience in secretarial work, including three years as secretary to the director of a project engaged in teaching innovation at the college level; also taught adult education classes in Germany.
- Consultant, Master's degree in Curriculum and Instruction, devotes one-fourth time to Center and three-fourths time to the Department of English. Three years experience in college teaching. Consults with faculty members and teaching assistants on questions originated by clients; specialist in performance analysis.
- Consultant, Ph.D. in Chemistry, devotes one-fourth time with Center and three-fourths time with Department of Chemistry, where he is a full professor. Approximately 20 years in college teaching, until recently was co-director of Project C-BE, a 1.6 million dollar research effort in computer-based education; long-time interest in improvement of chemistry teaching.
- Clerk is a work-study student, 10 hours per week with Center. Undergraduate student in Speech/Communication.
- Clerk spends 10 hours per week with Center. Undergraduate student in Chemical Engineering.

Staff members are paid directly by the Center; consultants are paid one-fourth time by the Center and three-fourths time by their departments. The student clerks are paid an hourly wage by the Center, and neither has an outside job; the balance of their time is devoted to their studies.

The original report of the Faculty Senate Committee recommended that the proposed Center have an Advisory Board made up of both faculty and students. When the Center was established, the President of the University appointed such an Advisory Board, composed of five faculty members and two students. One of the students represents the undergraduate student body, and the other the graduate students. In addition there are two *ex officio* members – one the Vice President and Provost; the other the Director of the University's Measurement and Evaluation Center. This Advisory Board has three functions: it recommends policy for the Center; the members of the Board advise Center personnel, suggest areas in which the Center might move, sources of outside funding, and workshop topics; and they keep their ears to the ground in their departments and colleges and relay to the Center the interests and needs of the faculty.

ACTIVITIES

The activities conducted to achieve the goals which have been outlined are listed below.

Courses on College Teaching

During the summer of 1972 the Director and a member of the Measurement and Evaluation Center initiated a graduate course in the department of Chemical Engineering entitled "College Teaching in Engineering and the Sciences." This course was intended to provide education and training in the various engineering and scientific disciplines for students who are thinking about a career in college teaching. This course has been offered each summer since then, and also has been offered during two regular semesters. At the time the course was begun, the only other similar course on the campus was in the department of Germanic Languages. Students from areas other than engineering and science have taken the course, and courses like it are being established in other departments. At the present time we know of nine such courses which meet regularly and have published syllabii. We expect the number of such courses taught in individual departments to continue to increase.

In addition to working with the professors who teach these courses, Center personnel also act as visiting instructors in areas in which the course instructor does not feel competent. The Assistant Director often makes presentations on learning psychology, course design, theory of testing and test design, and audio-visual techniques. The Director has made a number of presentations on writing instructional objectives, the Personalized System of Instruction (PSI), audio-

visual techniques and the role in higher education of organizations such as the Center.

Seminars on Teaching

For the past two summers Center personnel have conducted a teaching seminar for faculty members, which meets for three 75-minute periods each week for six weeks. These seminars are voluntary, and attrition both summers has resulted in the loss of about 50 percent of the participants. Nevertheless, four of the seven new departmental courses in teaching are being taught by teachers who have attended these seminars, and other participants have become active in computer-based education, PSI, and the use of audiovisual materials as a result of their experience in the seminars.

So far we have not been able to get part-time summer salary for teachers attending the summer seminars. Neither have we been able to obtain released time for faculty members who might attend such a seminar during one of the regular semesters. We also have been unable to devise a method by which we could obtain any significant participation by faculty members in an in-service course during the regular school year.

Consultation

All the regular staff members of the Center engage in one-to-one consultation with clients, with the exception of the secretary and the student clerks. These consultations range from helping the client find resources or references relating to things they want to try in their teaching, to long-term consultation lasting for a semester or even for a year. In addition to these meetings with the client we also are prepared to sit in his/her classes, to videotape one or more of them for later analysis, and to bring in as additional consultants other faculty members who are skilled in the use of a particular teaching technique. The number of faculty members utilizing the consultants is small but reasonably steady. Recently this service has been made available to some graduate students, and we have just provided the services of a Consultant to the department of English who is physically housed in the department and is working rather intensively with 30 graduate teaching assistants and two assistant professors. She serves as a Consultant and resource person to the college teaching course which the beginning graduate TA's take for credit, sits in the TA's classes, videotapes them, and does a performance analysis for each of them. The Center pays one-fourth of her salary and the department of English pays three-fourths. It is too early to tell how this experiment will work, but from all reports the results seem promising.

Referral Service

The referral service has not been extensively used, although virtually all questions put to us have been answered to the satisfaction of the originator. Nearly all questions come in by telephone and they range from "How does one go about copyrighting a videotape?" to "Do you know anyone on the campus who has a 3/4-inch videocassette player?" One might question whether this is important enough to be one of the Center's goals, but it is an unavoidable function which we would perform whether it was a formal goal or not.

Workshops

The Center conducts regularly scheduled workshops for the faculty and graduate TA's, giving eight per year, approximately one per month. Subjects have included writing instructional objectives, theory of testing and test design, the use of gaming and simulation in teaching, PSI (the Personalized System of Instruction, or the Keller plan – a self-paced teaching technique), workshop for PSI proctors (students), how to improve lectures, grading practices, performance analysis, use of audiovisual materials and equipment, audiovisual production techniques, the evaluation of teaching, and psychological counseling of students and faculty members.

During the spring semester of 1975 we also instituted a series of weekly seminars on various teaching methods. Attendance at these seminars was low, approximately eight to ten persons on the average. Although the participants were enthusiastic, the seminars were discontinued because their presentation stretched the small staff's resources too much.

The majority of the persons who attend workshops are graduate TA's and faculty from the University of Texas at Austin, but visitors also attend from the Austin Community College and from Concordia College.

The workshops are announced by a general faculty mailing at the start of each semester, followed by a mailing dealing with a specific workshop about two weeks before it is held. Announcements are also inserted in the faculty newsletter and the student newspaper during the week of the workshop.

Classroom Survey

The classroom survey has been completed for 480 general purpose classrooms. The survey consists of a three-page checksheet on each room, which includes a scale floorplan of the room, condition of chalkboards, presence or absence of projection screen and projectors, lighting survey, number and type of seats, location and check of electrical outlets.

Through a friend in the architectural engineering faculty we have made acoustical checks of five classrooms. He has his acoustics lab class check the rooms as a laboratory experiment, and provide a report diagnosing the cause of the trouble and giving at least three sets of recommendations for modification of the room listed in descending order of expected effectiveness, together with cost estimates for the modifications. All the rooms were found acoustically defective, with faults ranging from echo in an auditorium to a reverberation time

of 1.8 seconds in a medium-sized classroom. The analyses and recommendations made by the students cost us nothing and give the students good experience. The average cost of upgrading the acoustics of a classroom runs around $400.

During the last two years the President's office has provided approximately $17,000 to the Center for upgrading the audiovisual facilities of classrooms. This money has provided 90 overhead projectors and stands which have been located in designated classrooms. It should not be surprising that the use of this equipment is increasing; faculty will use such equipment if it is made easily accessibly to them. So far only one unit has disappeared, and the chances are very good that it has been "adopted" for the exclusive use of some professor.

Summary

The Center's operating philosophy is that the Center exists to serve the teachers at this University, both graduate students and faculty members, by providing information, encouragement and service, and by attempting to raise the consciousness of the entire campus community regarding improving teaching. We are not involved in the formal evaluation of teachers, and do not wish to be. Happily this service is performed by the Measurement and Evaluation Center, a separate unit of the University. Neither do we produce audiovisual materials nor provide projection equipment, except on a very limited basis. The Visual Instruction Bureau, heretofore a small and understaffed group, is being relocated and expanded to provide these most necessary services to the faculty.

FUNDING

The Center for Teaching Effectiveness operates on "hard" money; we are a line item in the University budget, and there is no formula for deciding on that budget.

For the three years the Center has been in existence, the budget has been as follows:

Year	Budget
1973-74	$37,136
1974-75	40,917
1975-76	49,904

The increase mainly has been the result of both salary raises and of changes in assignment or percentage of time devoted to Center activities. For example, the Director changed from one-half time to three-fourths time in September 1975, and the Assistant Director was promoted from one-third time Consultant to one-half time in her new position at the same time. The categories of funding and the amounts authorized for each category for the 1975-76 school year (September 1, 1975-August 31, 1976) are:

Administrative and Professional Salaries	$34,780
Classified Personnel (Secretary)	9,024
Wages	3,000
Maintenance and Operation	2,500
Travel	600

EVALUATION AND FUTURE

There have been no formal evaluations of the Center's overall activities, and it is our feeling that such a formal evaluation would be very difficult to make. The individual workshops are evaluated to provide feedback on presentation, involvement of the participants, value of the information to the participants and other related matters. These evaluations allow us to revise the workshops to make them more interesting and more productive for later offerings. We also receive numbers of unsolicited "thank you" letters from faculty members with whom we have worked in various capacities. But who can measure the eventual value of a new idea to a teacher who has never seen any teaching technique other than the lecture and, thus, has never done anything but lecture to his/her students?

Attendance at a workshop on gaming and simulation, computer-assisted instruction, self-paced instruction or the case method may cause a teacher first to think about, then experiment with, and finally adopt a considerably different style and method of teaching than the one or ones he was using at the time he attended the workshop. It may take weeks, months, or even years to happen, but the results may affect his teaching and his students' learning profoundly. Similarly, a session (or sessions) with a consultant on matters which a teacher would not dream of discussing with his or her colleagues, may increase self-confidence, self-knowledge, competence and, ultimately, effectiveness. Here again, this process may take extended periods of time; ideas and encouragement may come from the consultant, but the desire to change, the hard work required to effect change in oneself, and the time and energy to do it are dependent upon a number of personal and environmental variables. Personal development in any area is an unending but fitful process, and evaluating our effect upon the personal and professional competence and effectiveness of the teachers with whom we work is extremely difficult to measure, particularly in the short term, less than three or four years.

Our own assessment of our Center's impact is that our work has been very fruitful, within the limitations of personnel and budget. In 1975-76 our budget is less than 0.05 percent of the total university budget. An equivalent percentage of the total of faculty members plus teaching assistants is 1.6 persons. During

the year our consulting, workshops, classes in teaching, and other activities will involve perhaps 250 people; since some of these participate in all our activities, this represents maybe sixty different individuals. As our programs are all voluntary, we can assume that participants are rather highly motivated, and so perhaps 20 percent will experiment with some ideas, rather than merely participating in our scheduled activities. By this (very conservative) estimate, our work will have a significant effect on 12 teachers per year, and some effect on 48 more. Jerry Gaff, in his book, *Toward Faculty Renewal,* estimated that a faculty member who achieves promotion to Associate Professor represents a potential university investment of $1,300,000 over the rest of his professional career. If our Center's activities can assist a teacher to improve his teaching skills, that is worth hard cash. Equally important is the improvement of his knowledge about his profession, his sensitivity to his students, his satisfaction with his career and his feelings about himself, though not easy to evaluate.

We feel that our Center's future at the University is reasonably secure. We do not expect its size to increase greatly, but perhaps we will experience a modest growth in personnel over time. We also expect our functions and activities to change somewhat over the years as the problems and directions of higher education change.

CENTER FOR IMPROVING TEACHING EFFECTIVENESS
VIRGINIA COMMONWEALTH UNIVERSITY

by John F. Noonan, Director

THE INSTITUTION

Virginia Commonwealth University was established by the General Assembly of Virginia in 1968 by merging the former Richmond Professional Institute and the Medical College of Virginia. Incorporating one of the largest and most comprehensive medical centers on the East Coast with a broad range of undergraduate and graduate programs, Virginia Commonwealth University is a major university in the Virginia system of higher education. Because of the quality and variety of its educational services and because of its strategic location, Virginia Commonwealth University serves not only the Richmond area but Virginia-at-large.

The University has two designated divisions, although organizationally it operates as one institution with two campuses. The Academic campus, offering undergraduate and graduate programs, is comprised of six schools: Arts, Arts and Sciences, Business, Community Services, Education, Social Work. The Medical College of Virginia campus offers health-related programs of study and is also comprised of six schools: Allied Health Professions, Basic Sciences, Dentistry, Medicine, Nursing, Pharmacy.

Fall 1975 faculty numbered 2,324: on the MCV campus, 682 full-time and 586 part-time; on the Academic campus, 658 full-time and 393 part-time. In addition to the faculty, the University employs approximately 7,100 other persons.

Total fall 1975 enrollment for the University was 18,033. In addition, approximately 10,000 students enrolled in the 1975 summer sessions and Evening College. Alumni total approximately 32,000 living throughout the United States and in many foreign countries. In 1975, the University awarded 2,781 degrees.

The combined operating budget for both campuses for fiscal year 1975-1976 is $102,482,400. In addition, the University receives approximately $15 million in federal and private gifts and grants during a fiscal year.

CENTER FOR IMPROVING TEACHING EFFECTIVENESS

The Center for Improving Teaching Effectiveness (CITE) grew out of the desire of the Faculty Senate of the academic division to have a university program designed to help faculty improve their teaching. It was created in the fall of 1973 to serve as a resource for the Academic campus of the University. The Center's primary goal is to develop a comprehensive program for increasing teaching effectiveness through faculty development.

ORGANIZATION AND STAFF

The Center employs three full-time staff, two part-time staff and two secretaries. The director of the Center reports to the Vice President for Academic Affairs.

The three full-time center staff members all hold professorial appointments in the Center for Improving Teaching Effectiveness. The director holds the rank of associate professor and came to this position from teaching English in a liberal arts college. He holds degrees in English from Wheeling College and Bowling Green State University in Ohio.

The two other full-time professional staff persons hold the rank of assistant professor. One's background includes home economics with degrees from the University of Georgia and Cornell University and a Ph.D. in psychology from the University of Cincinnati. The other has a background in English Literature with undergraduate and graduate degrees from the University of Michigan.

Of the two part-time staff members, one is an assistant professor in the VCU School of Education who holds an Ed.D. from the University of Massachusetts and the other is a speech communication instructor half-time at the University of Richmond.

ACTIVITIES

Center activities are organized and conducted to provide services to the following constituencies.

Individual Faculty

Through private consultation, classroom analysis, seminars, workshops, off-campus retreats and handouts, faculty are assisted to improve their instructional

effectiveness. The focus of these programs is broad, ranging from instructional methodology and technology, to career planning. One basic assumption we are currently testing is that the conventional hiatus between professional development and personal development can actually impede both goals. Increasingly, we try to help faculty set professional development goals in light of their more general assumptions, beliefs,values and purposes. A second assumption we make is that faculty, like students, learn and develop in different ways. Our programs try to respect that by providing opportunities for faculty: to learn alone; by reading; by attaching themselves to a mentor; by working in small groups; or by being a part of more permanent support groups. A third assumption is that an accurate analysis of one's strengths is, for some faculty, a better beginning point than an analysis of weaknesses.

Department Chairmen

Through a three-year grant from the Lilly Endowment Inc., the Center has been able to provide resources to chairmen who want to improve their abilities to facilitate the professional development of their faculty and the overall effectiveness of the department itself. This project is at its mid-point, and more than 60 chairmen have utilized its resources. Our basic assumption here is that chairmen who are themselves knowledgeable about professional development and its organizational requirements are more useful to faculty than chairmen who are not. The Lilly Project also enables us to work collectively with all chairmen from a single school. Last summer, for example, we conducted a three-day retreat for the eighteen chairmen and deans in the School of the Arts – the largest state-assisted Arts school in the country.

Entire Departments

Although the procedures require substantial investments of staff time, we have been able to assist several departments to assess their own effectiveness and to plan ways to make improvements. After conducting 90-minute, confidential interviews with every member of a department on various facets of the unit's functioning (its goals, priorities, patterns of decision-making; its members' professional aspirations, strengths, needs assumptions; its members' assessment of the chairman's performance, etc.), the staff writes a brief report summarizing the perceptions, and sends it to each member of the department. Shortly thereafter, the staff and the department meet in an all-day retreat to review the information, decide where alterations are appropriate, and plan strategies for implementing those changes. The staff, after this retreat, provides follow-up assistance to the unit. Our assumption here is that teaching occurs in a complex department social system whose characteristics affect faculty in subtle and varied ways, and that the rhetorical commitment to good teaching made by all departments is no assurance that practices will reflect that commitment.

Entire Schools

As limited resources have allowed, CITE has worked occasionally with all faculty from a single school in teaching-improvement activities. Last year, for example, we studied the teaching-improvement needs of faculty in one of our schools, then conducted a three-day retreat to meet some of those expressed needs, and provided on-going follow-up assistance to those faculty. This year, we are working with another school in a project aimed at clarifying the educational goals of that unit and its 220 full-time faculty. We have also assisted that school in improving its advising practices with undergraduates. Our assumption here is that CITE's work with faculty, chairmen and departments is affected by the policies, procedures, traditions, and norms of the schools themselves, and that we ought to recognize that in the way we allocate our resources.

Major Administrators

As CITE's local prestige has developed, and as its assumptions, practices, and resources have become known, university administrators have started requesting its services. This year, for example, Dr. John F. Noonan from CITE and Dr. Loren Williams, from the Educational Planning and Development Program from the Medical College of Virginia division of the university, have been asked by a major administrator of this institution to conduct a three-day retreat for him and the 15 members of his staff. The purpose of the retreat is to assist that group in developing more effective long-range planning and problem-solving practices. The assumption we make here is that all of the activities described above occur within the context of this university itself, and that even greater clarity about its educational purposes, policies and practices will, in the long run, benefit the learning and teaching mission of this institution. A second assumption is that support from the top is critical to CITE, and well worth cultivating.

FUNDING

The Center for Improving Teaching Effectiveness is supported by State Funds as well as a three-year grant from the Lilly Endowment, Inc. called "Facilitating Faculty Development Through Department Chairpersons." Our total funding in 1975-76 is about $100,000, most of which is used for classified and professional staff salaries.

EVALUATION AND FUTURE

We have attempted to evaluate the activities of this Center by follow-up surveys and interviews with the individuals and organizations who have utilized our services. Often an individual or group will, as a result of working with us,

state a concrete objective they want to attain. In our follow-up activities, we try to determine the extent to which that objective has been accomplished. We are also very much interested in the attitudes developed toward our services by individuals and organizations who have utilized them, so we try to determine that in our follow-up as well.

EDUCATIONAL PLANNING AND DEVELOPMENT PROGRAM

Medical College of Virginia Campus

In carrying out its activities, CITE routinely collaborates on projects with the Educational Planning and Development Program, a separate unit, located on the Medical College of Virginia campus. MCV's Educational Planning and Development Program (EPDP) assists educational units within the Medical College define their goals more precisely and then accomplish them.

EPDP Program Activities

Activities undertaken within the scope of the EPDP's mission are quite varied and are described briefly under the four categories of *Evaluation, Faculty Development, Instructional Development,* and *Planning and Administrative Support.* The nature of the activities in each category range from provision of individual consultation to faculty and administrators, through scheduled workshops, seminars and retreats for groups of faculty and administrators, to assumption of responsibility for major developmental projects.

Evaluation

This category includes activities designed to assist faculty and administration to make better decisions about educational activity. Educational activity is broadly defined to include such things as student achievement, supporting services, and teaching efforts. Continuing evaluation of the MCV/VCU Cancer Center in its research, patient care, and education functions is a major commitment in this area.

Faculty Development

The primary goal of activities in this category is to assist faculty in improving general skills and competence. The major thrust has been the provision of workshops and seminars designed to help faculty in their individual teaching roles and as members of instructional committees.

Instructional Development

These activities are designed to assist faculty in developing a product, e.g., new instructional materials, revised curriculum, educational objectives, etc.

Planning and Administrative Support

Activities are conducted to assist the development of new programs and the development of procedures for better management of resources. Examples include development of institutional policy to enhance faculty recognition for educational effort, managing the continuing development of detailed goals, subgoals, and objectives shared by the six MCV schools (Allied Health Professions, Basic Sciences, Dentistry, Medicine, Nursing, Pharmacy) and the MCV Hospitals, and managing faculty effort reporting.

Much of the work of EPDP is done in close collaboration with faculty from the several MCV schools. In addition, resource sharing cooperation with the Department of Visual Education on the MCV campus and the Center for Improving Teaching Effectiveness (CITE) on the Academic campus is frequent.

The EPDP has a staff of 11 persons and is headed by Dr. W. Loren Williams, who is Professor of Educational Planning and Development and Program Director.

LEARNING RESOURCES CENTER
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

by Stanley A. Huffman, Jr., Director

THE INSTITUTION

Virginia Polytechnic Institute and State University is a land-grant institution, located on a plateau in the Appalachian Mountains in Blacksburg, Virginia. As a comprehensive University with seven academic colleges and a graduate school, degrees are offered in over seventy disciplines of study and include over forty fields in which the doctorate may be obtained. The 1975-76 enrollment is 18,500 students which includes 2,600 graduate students. The faculty numbers 1,600.

LEARNING RESOURCES CENTER

In 1970, the faculty expressed a desire to have additional services for the support of instruction, and a committee was formed to make recommendations for the development of a Learning Resources Center. As a result of these efforts, the Board of Visitors formally created the Learning Resources Center and appointed a Director in February, 1971 and it started operation in July of that year. Plans for the Center resulted from encouragement and efforts by the Vice President for Academic Affairs.

The Center exists for the purpose of providing a comprehensive media resource service capability to support the instructional, research, and extension programs of the University. As a primary mission, the staff of the Center analyzes instructional needs and provides planning, production, and warehousing of resources to technologically facilitate communication and improve the quality of instruction through a systematic approach.

Goals of the Center are:

- To develop the necessary resources, both human and technological, to meet ever growing demands for improved communication and expanded learning opportunities.
- To encourage systematic analysis and design of instructional sequences for classroom needs.
- To respond to perceived faculty needs for audio-visual media support to fulfill programmatic requirements in instruction.

ORGANIZATION AND STAFF

The Learning Resources Center is a separate organization under the Office of the Vice President for Academic Affairs and the Director reports directly to the Vice President. As a separate organization, the Center is able to support all programs in all colleges and divisions of the University.

The Center has three divisions for operational purposes. *The Educational Systems Division* is primarily responsible for the production of video and audio tapes and the development of learning facilities. *The Instructional Development Division* is primarily responsible for working directly with faculty members who are creating or revising course materials or who wish to develop a new approach to instruction. *The Media Services Division* is primarily responsible for the design, production, and distribution of instructional materials and educational communications media. To support the activities of the Center, the staff consists of twenty-seven full-time people supplemented with approximately forty part-time students and non-students.

The professional staff is made up of the Director, three Assistant Directors, who head each of the divisions, and two consultants. Each member of the professional staff assists faculty in the design of instructional activities.

The Director has a degree in media and several years experience in the field. His experience includes teaching media courses, heading a graduate program of study in media, and directing a Learning Resources Center at another university prior to the present position. The Assistant Directors have degrees in the field of instructional technology and experience in teaching and administration. Specific backgrounds in areas where they have prime responsibility was a criterion in the selection of each. One has a background in television, one in instructional development, and one in general utilization of media. One consultant, who specializes in instructional development, has a degree in media with an emphasis on instructional design and administrative experience in media at a smaller institution. The consultant in measurement and evaluation has a degree in educational research, has taught statistics and has worked extensively on the design and utilization of evaluation instruments.

The technical staff consists of individuals who have degrees or specialty backgrounds in art and graphic design and production, photography, equipment maintenance, television engineering and television production. Each member of the technical staff and of the secretarial staff has been encouraged to visit and acquire a conversational knowledge about all operations within the Center. The work of the professional and technical staff is enhanced and supplemented by students with backgrounds in selected areas for certain jobs and students who have a high interest in media where non-technical work is required.

The permanent full-time staff positions in the Center are paid from general University funds. All staff are permanently assigned, and none has been loaned from departments for the service functions provided.

Activities are reviewed by a Learning Resources Center Advisory Committee made up of representatives from each of the seven academic colleges and other divisions and includes both graduate and undergraduate students. The Committee meets on a quarterly basis to review the work, to advise on policy matters, to make recommendations for additional services or changes in operations, to serve as a sounding board for the faculty and to provide a liaison to the faculty of the colleges and other divisions regarding the Center's activities. The Committee is appointed by the Vice President for Academic Affairs and the members serve for an indefinite period.

ACTIVITIES

Activities are lodged in the Center's functioning divisions which have both professional and technical personnel to carry out the mission and provide services to the entire University.

Instructional Development Division

The Instructional Development Division provides consultation in the process of systematic instructional design and considers the entire framework of teaching/learning problems. Assistance is offered in specifying and writing course goals and objectives, the development of teaching strategies, formating courses, and applying appropriate audio-visual media when indicated. After needs assessment and selection of appropriate strategies and materials, personnel help in the design of instructional materials, handouts, scripts, or other forms of instructional preparation. In the measurement and evaluation service, faculty are provided help in measuring learning and evaluating instruction, instructional materials, and student performance. Consultation is available in the design and application of questionnaires, tests, and examinations. A comprehensive test scoring service includes score averaging, item analysis, and interpretation of test results.

In-service programs may be presented by this Division in cooperation with the other divisions of the Center. Advice is given regarding teaching/learning grants, the cost of innovative teaching approaches, and information on tested non-traditional instructional methods. A small reference library relating to educational media and a limited self-service facility, where faculty may experiment with the development of instructional materials, are provided. A faculty development program is in the planning stage by a consultant in this Division.

Educational Systems Division

The Educational Systems Division has, as a primary function, the operation of complete color television facilities for all University programs. The facilities include a large color studio with multiple inputs and special effects equipment and a small studio for student presentations which may be required as part of a classroom learning activity. Instructional guidance and production crews are provided for the purpose of planning and staging any type of studio production. On-location video taping is also provided.

A multi-cable distribution system for closed circuit transmission of instructional programs to over 150 classrooms is available. A tape library is maintained in the Center and distribution inputs include reel-to-reel or cassette playbacks in 1/2", 3/4", and 1" formats in color or black and white. Each classroom receiver is equipped with a telephone to the distribution center so that programs may be played upon the request of the instructor or at a prescheduled time. Series and single programs are utilized in over fifty course offerings in the University.

This Division offers consultation services to assist colleges or departments in the planning of learning laboratories, the design of independent study units, or the layout of classrooms or other learning facilities.

A library of audio cassette tapes, played by academic departments, may be high-speed duplicated for cassette or reel-to-reel recorders for both faculty and students. Services in speech compression are also available. This Division helps coordinate activities of the language/music listening center.

Media Services Division

The Media Services Division offers a variety of media resources in warehousing and production of instructional materials. A full complement of audio-visual hardware is available for loan to faculty. A delivery service for films, projectors, and other equipment is provided. This equipment loan unit is responsible for the inventory of campus audio-visual equipment and has been instrumental in the installation of screens and overhead projectors in each classroom of the University.

A film library restricted in use to on-campus faculty and off-campus extension agents has been provided. The film librarian will rent or borrow films from various external sources to meet specific instructional needs. The Center subsidizes the rental of films by sharing the costs with academic departments. A film preview room is available, and classroom projectionists may be provided on request.

The graphic-arts unit has a staff of technical and free-hand illustrators who take instructional ideas and render them in the form of charts, graphs, illustrations, or displays to meet a variety of instructional, research, and extension needs. Technical capability including a diazo processor, lettering equipment, and enlarging-reducing machines, and a wide variety of materials are available to the art staff.

The photo lab offers full services in black and white and color photography and processing. The staff will photograph live or graphic materials, duplicate slides, make special effects pictures, and advise on photographic equipment and processes. A color film processor for 35mm film, a mounter for 2x2 slides, and special microfilming equipment for documents are available in the lab.

The silk screen unit provides design and printing for posters, signs, book covers, or similar items using the seriograph process for support of instructionally related activities and the Continuing Education Center for conferences and special programs. Assistance is also provided in the design and development of educational exhibits.

A special projects coordinator works in liaison with other units of the Center in producing multi-media programs which may be utilized in classroom instruction or for non-credit instructional activities in the Extension Division whose statewide work is a part of the University's land-grant mission.

FUNDING

The Center's operating budget for program support is administered as a part of the University instructional budget from state appropriated funds. The budget is supplemented by grants and contracts in conjunction with University departments from state or federal agencies. A small charge is made for the production of graphic, photographic and silk screen materials to recover some costs.

Budget development is the responsibility of the Director who annually submits a request, based on program needs and levels of service, to the Vice-President for Academic Affairs. The budget for the 1975-76 year is $300,000.

EVALUATION AND FUTURE

Activities of the Center have been evaluated through the compilation and distribution of quarterly and annual reports which reflect, qualitatively and quantitatively, significant activities and levels of service. A University Self-Study, underway during the current year, will analyze and evaluate services to the faculty. The Center Advisory Committee also serves in an evaluative capacity. During the fifth year of operation, outside consultants will make a formal evaluation of the Center to assess present services and make recommendations for future activities.

The Center has an operating philosophy of providing faculty and students with appropriate services to improve learning opportunities. The increasing number of faculty who utilize the services and express a desire for increased and improved instructional support services implies acceptance of the program. The facutly has a decided interest in improving the quality of instruction as evidenced by those seeking help in methodology and the development of instructional materials for classroom and independent study usage. The greatest deterrent to increased use of the production services, as reported by the Advisory Committee and individual faculty, has been the small charge which is made for selected production services.

The future of the Learning Resources Center at Virginia Tech is assured in that the operating philosophy of providing service has made the Center an integral part of the instructional program requirements of continuing to improve the quality of classroom instruction through improved communications. The Director is of the opinion that growth of the Center will continue and that services will be expanded as efforts are maintained to effect change and meet the perceived needs of the faculty and administration by providing the highest quality of service possible to fulfill instructional, research, and extension missions throughout the University.

III Faculty Development in the South

OVERVIEW OF SOUTHERN CENTERS

While concern for instructional effectiveness is not new to educators and institutions in the South, formal arrangements and budgetary commitments to activities specifically designed for improving instructional effectiveness in Southern universities is a recent development. Eight of the eleven faculty development centers described in this publication have begun operations since 1973 and ten since 1971. As the center descriptions show, the overall and primary concern of all of them lies in bringing about improvements in the teaching-learning process at their respective institutions. None of the centers is organized, staffed, or funded exactly like any other, however, and approaches and activities to achieve the overall goal differ in the various locations. From this it seems appropriate to generalize that while institutions share the common need to improve institutional effectiveness, there is no single prescription for achieving this goal that *all* institutions can adopt. Instead, it seems that organized efforts and formal commitments to improving the teaching-learning process begin in different ways at different institutions, take a variety of forms, and provide different kinds of activities and services, depending on the circumstances and needs of each institution.

It appears that the primary impetus for the creation of campus faculty development centers comes from administrators. In two of the eleven cases, the original impetus came from the faculty senate. In three cases, instructional improvement programs resulted from consolidation of all instructional support services such as media, graphics, and the like, into central operations. In almost all of the cases, administrators took the initiative, but appointed or asked for a faculty committee to study the issue and to make recommendations. Consequently, even though the original impetus came from administrators, faculty involvement was almost always present in developing and promoting the original idea.

Within the common purpose of improving instructional effectiveness, the faculty development centers at universities in the SREB region take several forms which might be summarized into three general categories.

Five of the eleven centers concentrate on working directly with faculty on *instructional development* by providing them information and opportunities for learning about new approaches, and individual consultation and evaluation. Two of these five centers have regular publications which they distribute to the faculty at their own campuses and at other institutions. They also maintain libraries and provide information through special speakers, seminars and symposia. Specific activities which provide faculty opportunities to develop new approaches include workshops, specially designed courses, instructional laboratories, individual consultation, and special funds for making "mini-grants" to faculty. One of the five centers works primarily through projects – providing funding to individual faculty or whole departments or programs to develop new instructional approaches. Two of the five assist with student evaluation of instruction questionnaires, and one sponsors an annual "teaching excellence" award.

Four of the eleven centers provide *comprehensive instructional resources.* They combine instructional development efforts with instructional support services such as audio-visual media equipment, instructional television opportunities, graphics, and the like. These four

centers represent centralized media operations for their institutions from which instructional development efforts grew. Providing comprehensive instructional resources in this manner allows for extensive faculty contacts through media services as well as opportunities for introducing the subject of alternative approaches. Some of the centers place primary emphasis on media services as a way of improving instruction; others see the two as separate, but still interconnected, operations.

Two centers concentrate on *comprehensive faculty development* combining several aspects of the models described in Part I. These centers assist faculty members with personal development as well as with developing instructional skills. They also work with the institution as an organization to improve all aspects of the institutional operation as they affect the overall goal of instructional improvement. Activities conducted by these two centers include individual consultation, seminars, retreats, workshops, and distribution of information.

Communication and distribution of information about successful instruction is one of the activities that all the centers share in common, though only four of the centers produce a regular publication. Three of the eleven publish regular newsletters which contain articles on new and successful approaches. One devotes the entire newsletter to articles written by professors at that institution describing their own instructional activities. One of the centers publishes a regular research report in the area of teaching and learning written by a researcher or authority in a particular area. In place of regular publications, the other centers distribute reprints of articles from time to time and distribute information through seminars, special speakers, and faculty gatherings.

Faculty Development Centers in the SREB region vary greatly in size of staff and budget. The largest center in the region has a staff of six full-time professionals, several part-time faculty, more than a dozen students, and an annual budget (including staff salaries) in excess of $900,000. This is one of the centers in the *comprehensive instructional resources* category. The smallest center has one part-time professional and an annual program budget under $10,000. But accomplishments in stimulating instructional improvement are not necessarily in proportion to staff and budget size. Small, non-imposing, almost informal structures and activities work well and accomplish a great deal in some circumstances. The message seems to be that an institution should establish the type operation that best fits its situation and seems to have the greatest likelihood of success.

The person who directs the center is the most significant influencing factor on the nature of center activities, the directions these activities take, and the internal influence of the center. Because so little is known or understood about what faculty development is on most campuses, the director is almost always free to take the center in whatever direction he or she wishes. Success of center operations seems to depend a great deal on the center director's understanding of the institutional climate so that activities do not create a conflicting or negative atmosphere. No particular educational background appears to be more advantageous than another for a center director. Five of the eleven center directors in this study come from the fields of psychology and education. Two are from the natural sciences or engineering, one from the field of media, and one is a professor of Victorian poetry. But by and large, one cannot distinguish which director has which academic background by studying the centers, their activities, and their accomplishments. The most important qualification for a successful director, rather than a particular academic training, seems to be an interest in and concern for successful teaching and effective learning. Center directors seem to be flexible in their approaches, non-dogmatic in their views, and open to new and innovative ideas.

Organizationally, each of the centers in this report has a director who has overall responsibility for the center's operation. Seven of the eleven centers have a faculty advisory committee representative of the entire institution to assist the center director in planning activities, to provide support, and to serve as a communication link for the center throughout the institution. In one case, the faculty committee is more than advisory; it is a directing committee which itself plans and conducts center activities. In this case, committee members are paid a stipend in addition to their regular salaries. In another case, the faculty committee approves grant awards which the center makes to individual faculty or groups for instructional development projects. In the four cases where official faculty advisory groups do not exist, faculty are used extensively by the directors in assisting with center activities.

For the most part, campus centers for faculty development in the SREB region are separate entities within the institutions, usually directly under a vice president, most often the vice president for academic affairs. In two cases, the center is part of an "umbrella" organizational scheme, called "learning resources," which may include all learning-assisting activities at the institution, including the libraries. Most center directors feel that autonomy is an important part of their success. While responsible to a vice president, center directors report that they have a wide area of freedom in which to work. Because of the often delicate, personal and confidential nature of the relationship between a faculty member and the center staff, it seems important that the centers' records and files be of a confidential nature. Center directors seem particularly adamant on the point that they not be a part of the formal evaluation process for awarding faculty tenure, promotions and salary increases. Official evaluation and activities to stimulate and assist with change or improvement do not seem to mix well.

In conclusion, what can be said about the effectiveness and future of campus faculty development centers in Southern universities? As indicated in the cases, formal evaluation activities have not taken place to any notable extent. Center directors are, for the most part, enthusiastic and positive about their activities and their successes. If growing budgets and increased staff and facilities are a sign of success, then campus centers are succeeding.

Institutions always have expressed a concern for teaching. The growth of these campus centers is significant in that major institutions in the region are translating that concern into formal arrangements and budgetary commitments to stimulate effective instruction. The overall long-range effect of such arrangements and commitments is still to be seen.